

# THE CHRONICLE

of Higher Education®

chronicle.com

October 16, 2015 • \$6.99  
Volume LXII, Number 7

## GOVERNMENT

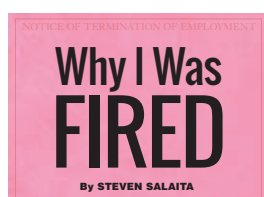
### Ed. Dept.'s Top Job Turns Over

Will Arne Duncan's successor continue his push to hold colleges more accountable? **A4**

■ **Commentary:** Education secretaries must respect academe's complexity. Duncan did not. **A60**

## THE CHRONICLE REVIEW

### Steven Salaita: 'First I Was Anti-Semitic. Then I Was Uncivil. Then ...'



In a new memoir, the professor whose job offer was revoked by the U. of Illinois at Urbana-Champaign says incivility is the only civilized response to barbarity. **Section B**

## LEGAL ISSUES

### U.S. Toughens Investigations of Sex-Assault Cases

Do the Education Department's latest settlements signal greater protection for students or automatic indictments of colleges? **A6**

### A Faculty's Stand on Trigger Warnings Stirs Fears Among Students **A10**

### Court Filings Accuse Colleges of Withholding Records on Race in Admissions **A15**



DAVID ZENTZ FOR THE CHRONICLE

Will Collier left his job as an academic coordinator for UCLA men's basketball in January.

## A Disillusioned Athletics Adviser Speaks Out

Two years ago, he landed his dream job, in academic services for one of the country's premier programs. His experience illustrates the challenge of protecting academic integrity in big-time athletics. **A20**

## PUBLISHING

### Journals Rethink Peer Review

Making the process open and giving reviewers more credit are two proposals to fix what some scientists call a broken system. **A8**

## GOVERNMENT

### N.Y.'s Attorney General Turns an Eye to Private Colleges

Eric Schneiderman forced Cooper Union to submit to state oversight. And he's got plans for other institutions, too. **A12**

## PEOPLE

### The Greening of LA

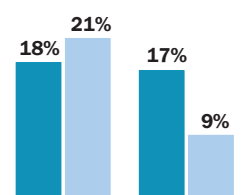
Peter Kareiva, chief scientist at the Nature Conservancy, will lead a new environmental center at UCLA. **A17**



## HIRING

### On the Academic Job Market, Does Patience Pay Off?

Some advisers say young scholars should expect to spend several years looking for tenure-track positions; others emphasize the need to strike quickly. Vitae's new JobTracker tool runs the numbers, field by field. **A12**



# WANT MORE MONEY? JOIN THE CLUB.

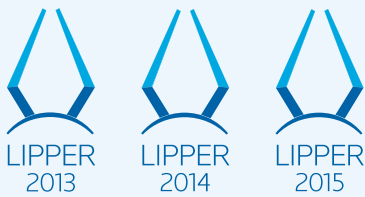
At TIAA-CREF we use personalized advice to help clients reach their long-term financial goals. In a recent survey of 28 companies, TIAA-CREF participants had the highest average retirement account balances.<sup>1</sup> Our advice, along with our award-winning performance,<sup>2</sup> can improve your financial health. Just what you'd expect from a company that's created to serve and built to perform.



**Learn how our financial advice can  
pay off for you at [TIAA.org/JoinUs](http://TIAA.org/JoinUs)**

**BUILT TO PERFORM.**

**CREATED TO SERVE.**



**BEST OVERALL LARGE FUND COMPANY<sup>2</sup>**

The Lipper Awards are based on a review of 36 companies' 2012 and 48 companies' 2013 and 2014 risk-adjusted performance.

<sup>1</sup>Source: LIMRA Secure Retirement Institute, Not-for-Profit Market Survey, first-quarter 2015 results. Average assets per participant based on full-service business. Please note average retirement account balances are not a measure of performance of TIAA-CREF retirement offerings. <sup>2</sup>The Lipper Award is given to the group with the lowest average decile ranking of three years' Consistent Return for eligible funds over the three-year period ended 11/30/12, 11/30/13, and 11/30/14 respectively. TIAA-CREF was ranked among 36 fund companies in 2012 and 48 fund companies in 2013 and 2014 with at least five equity, five bond, or three mixed-asset portfolios. Past performance does not guarantee future results. For current performance and rankings, please visit the Research and Performance section on [tiaa-cref.org](http://tiaa-cref.org). TIAA-CREF Individual & Institutional Services, LLC, Teachers Personal Investors Services, Inc., and Nuveen Securities, LLC, members FINRA and SIPC, distribute securities products. ©2015 Teachers Insurance and Annuity Association of America—College Retirement Equities Fund (TIAA-CREF), 730 Third Avenue, New York, NY 10017. C24849D

Consider investment objectives, risks, charges and expenses carefully before investing. Go to [tiaa-cref.org](http://tiaa-cref.org) for product and fund prospectuses that contain this and other information. Read carefully before investing. TIAA-CREF funds are subject to market and other risk factors.



# The Week

What you need to know about the past seven days

## Duncan Departs

Minutes after **Arne Duncan** announced that he would pack up his office at the U.S. Department of Education, observers began to pick over what he will leave behind as secretary, and to wonder **what will happen next**.

Mr. Duncan (*below*) won benedictory praise for his effort to get a fairer shake for America's college students. Under his leadership, the department took federal student loans away from private lenders and opened up better repayment options. He never failed to couch his regulatory crusade against for-profit colleges as a fight to protect vulnerable students from sinking into debt to pay for an education of dubious quality and value.

**He also drew criticism** over the increased regulatory burden on colleges, and for the blame he sometimes aimed at them over high costs and inadequate levels of student success. While many laud the volume of data Mr. Duncan's department made available to inform students' college decisions, the failed attempt to create a federal college-rating system goes in the loss column.

**John B. King Jr.** is no new broom. A public-schools specialist, Mr. King has served as Mr. Duncan's deputy for less than a year and, as acting secretary, is expected to lean on the policies and approaches that have defined the department for the past seven. Not that higher education should expect a lull — the reauthorization of the Higher Education Act still looms — but colleges shouldn't anticipate many surprises from Washington in the near term.

The longer-term outlook for Mr. Duncan's legacy, the department, and federal oversight of higher education lies in the hands of **the voters in next year's presidential election**. Another Democrat in the White House might extend Mr. Duncan's student-first emphasis and the policies he established on behalf of the Obama administration. A Republican might be expected to shelve limits on for-profit colleges and other recent attempts to create more accountability, with deregulation hawks like Sen. Lamar Alexander, the Tennessee Republican and chairman of the Senate education committee, cheering from the Hill.

Mr. Duncan served as education secretary for seven years, a term second only to the eight years served by Richard W. Riley, a Clinton appointee. Mr. Duncan held the office during one of the most tumultuous periods in higher education in living memory. **Yet his legacy remains unsecured.** (Read more on Page A4.)



ANDREW HARNIK, AP IMAGES

## Incorporating the Leopards

**Franz Kafka** once encapsulated how the shocking becomes routine. His parable reads as follows: "Leopards break into the temple and drink to the dregs what is in the sacrificial pitch-

ers; this is repeated over and over again; finally it can be calculated in advance, and it becomes a part of the ceremony."

**The recent mass shooting at Umpqua Community College** in Roseburg, Ore., left behind 10 dead, many wounded, and a grieving community. But it shouldn't have surprised anyone who has been paying attention to the rise in mass shootings in this country, and the number of times in recent years that a man with a gun has taken out his anger in an educational setting. After the **Virginia Tech** massacre in 2007, the federal government mandated through the Clery Act that all college campuses must have in place an emergency-messaging system to warn students, faculty, and staff of imminent danger. We, as a society, need no such warning. It will happen again.

*The New York Times* reported last week on evidence that mass shooters study past incidents, taking away lessons and inspiration. Colleges are also trying to adapt to prevent or minimize the peril presented by a stalking gunman. But community colleges like the one in Roseburg usually **don't have the resources** of four-year colleges to devote to increasing security or mental-health counseling — not that most four-year colleges are flush with funds either these days. And there's little consensus on what colleges could do, specifically, to head off such terrible incidents. (Read more about the safety issues at community colleges on Page A16.)

Barring some form of effective gun control, they may be forced to try. **Ben Carson**, the former neurosurgeon and current Republican presidential candidate, suggested after the Oregon shooting that teachers be armed — a suggestion not likely to be well received in most of academe. In fact, **Gun Free UT**, an advocacy group in Texas, is urging the University of Texas to ban guns from campuses after the Legislature passed a bill this year allowing concealed-carry at state universities and community colleges.

Increased police presence on the quad, or maybe even gated campuses and widespread metal detectors, may not be well received either, but it's possible to imagine that's where colleges are headed.

**Noting the Nobels**

The first **2015 Nobel Prize awards** were announced last week, and, as usual, **academic researchers dominated the winners**. The Nobel Prize in Physics went to Takaaki Kajita, of the University of Tokyo, and Arthur B. McDonald, of Queen's University, in Ontario, for their work in showing that subatomic neutrinos have mass. The prize for medicine and physiology was shared by several researchers. William C. Campbell, of Drew University, and Satoshi Ōmura, of Kitasato University in Japan, won for developing a new therapy to treat roundworm parasites. Tu Youyou, of



JONATHAN NACKSTRAND, AFP, GETTY IMAGES

the Academy of Traditional Chinese Medicine, also won for her work on treating malaria. The prize for chemistry was shared by two university researchers — Paul L. Modrich of the Duke University School of Medicine and Aziz Sancar of the University of North Carolina at Chapel Hill — as well as Tomas Lindahl of the Francis Crick Institute in England. They studied how cells repair damaged DNA (below, a model of a DNA strand displayed during the chemistry announcement).

**Finally, a Use for MOOCs**

The **Massachusetts Institute of Technology** got in early on massive open online courses, becoming one of the forerunners in developing the platform. Last week it continued at pace by announcing that it had found a **new, and seemingly practical, role for the technology**.

Through a pilot program, those who apply to an MIT master's program in supply-chain management can go through a series of free online courses and take a related exam. Those who do well on the exam have a better chance of **being admitted to the program**. If they win admission, their success on the test absolves them of half of the coursework, saving them time and money.

Perhaps the biggest impediment limiting the widespread adoption and success of MOOCs is that their pathway to a valued credential remains in question. Using free online courses as an internal credential, for admission and for coursework, may change the game.

**Mac and Cheese**

History will not remember the name **Luke Gatti**, but the Internet will. Last week a video emerged of Mr. Gatti demanding that food-service workers at the **University of Connecticut at Storrs** serve him bacon-and-jalapeno macaroni and cheese, even though he had been refused service for allegedly carrying an open beer. **In the video, he curses at a manager**. He pokes his chest and shoves him. As the abuse goes on, you start to ache for the campus police to come and take him away, which they do around the nine-minute mark. He was eventually charged with breach of peace and criminal trespass.

The Internet found Mr. Gatti's tirade, and his comeuppance, hilarious, and **the clip went viral**. It has been shared across social media as a mere goof, as an exemplar of millennial entitlement, as an object lesson in how a young white man can display such public belligerence and survive while a young black man may die for far less.

The subsequent cavalcade of news stories and hot takes revealed that Mr. Gatti was twice arrested last year for similar behavior as a student at the **University of Massachusetts at Amherst**.

Some might see him as an obnoxious repeat offender who doesn't belong on a college campus. But what it reveals to these eyes is a **young man with serious problems**, problems that aren't going to get any better with the prospect of a lifetime of Internet shame. And that doesn't seem like anything to laugh about.

—LEE GARDNER

INSIDE	
PEOPLE . . . . .	A17
IN BRIEF . . . . .	A19
IN FOCUS . . . . .	A20
VIEWS . . . . .	A26
GAZETTE . . . . .	A29
CAREERS . . . . .	A35
THE CHRONICLE REVIEW . . . .	Section B



# 5 Things to Know About the New Secretary of Education

By KELLY FIELD

WASHINGTON  
JOHN B. KING JR., who will lead the Education Department through President Obama's final year in office, isn't well known in higher-education circles. Like his predecessor, Arne Duncan, who announced this month that he would step down in December, Mr. King

## GOVERNMENT

is most famous (or infamous, depending on whom you're talking to) for his efforts to remake elementary and secondary education. Here's what readers need to know about him:

### 1. He has four degrees from three Ivies.

Growing up, Mr. King hardly seemed destined for the upper echelons of academe. A Brooklyn-born African-American with Puerto Rican heritage, Mr. King lost both his parents by the age of 12 and spent

### He has tremendous respect for teachers but has clashed with teachers' unions and teacher colleges.

the next several years bouncing between family members and schools. As Mr. Duncan said in introducing Mr. King as interim secretary, "John was one of those kids that probably shouldn't be in a room like this, if you look at the stereotypes."

He was kicked out of the prestigious Phillips Academy but was accepted into Harvard University, where he earned a bachelor of arts in government. He went on to earn a master of arts in the teaching of social studies from Columbia University's Teachers College, a J.D. from Yale Law School, and a doctorate in educational administrative practice from Columbia. He eventually became New York State's education commissioner, a post he held from 2011 through 2014, when he joined the Education Department as Mr. Duncan's second-in-command.

### 2. He has tremendous respect for teachers but has clashed with teachers' unions and teacher colleges.

The son of public-school educators, Mr. King credits teachers with saving his life after his parents died. As he said at the news conference announcing his promotion, "Teachers, New York City public-school teachers, are the reason that I'm alive. They are the reason I became a teacher. They are the reason I am standing here today." His parents, he added, "believed that school was at the heart of our promise of equality of opportunity for all Americans."

Yet Mr. King, like Mr. Duncan, has often disagreed with teachers' unions and teacher colleges. Indeed, his three-year tenure as New York's education commissioner was marked by fights over teacher preparation and evaluation. Unions protested his plan to judge teachers based on students' standardized-test scores; teacher colleges com-



OLIVIER DOULIERY—POOL/GETTY IMAGES

The chief task of John B. King Jr., who will replace Arne Duncan at the U.S. Education Department, is to complete unfinished business, some of it controversial, through the rest of President Obama's term.

plained that they weren't given enough time to prepare for a new series of harder licensing examinations. Last year the state's teachers' union called on Mr. King to resign as commissioner. He left for the department shortly thereafter.

### 3. He's passionate about education reform and not easily ruffled by critics.

Last December, when Mr. Duncan announced that Mr. King was joining the department, he praised Mr. King for his "passion, his fierce intelligence, and his clear understanding of the difficult but vital work of education change."

But some critics of his agenda see Mr. King as stubborn and inflexible — adjectives they've used to describe Mr. Duncan as well. In an editorial last year, *The Journal News*, in New York's lower Hudson Valley, called the departing commissioner "tone deaf."

"He speaks softly, repeats the same messages over and over, and doesn't let himself appear to be ruffled by outside forces," the newspaper's editorial board said. "He forges ahead with an air of certainty about his mission to force schools to get better against their will. That attitude should serve him well in Washington, where Education Sec-

retary Duncan is also impervious to critics of reform."

### 4. He's a fan of charter schools.

After graduating from Harvard, Mr. King founded a charter school in Roxbury, a low-income neighborhood in Boston. Under his leadership, the school became one of the highest-performing urban middle schools in Massachusetts, closing the racial-achievement gap and outperforming not only other schools in the Boston district but also those in wealthy suburbs.

Before joining the New York State Education Department, in 2009, he served as managing director of Uncommon Schools, a nonprofit charter-management organization that operates some high-performing urban public schools in New York, New Jersey, and Massachusetts, according to his U.S. Education Department biography.

### 5. He isn't likely to change course.

With the clock ticking on President Obama's second term, Mr. King's chief role will be seeing through the administration's unfinished business, including controversial new rules on teacher preparation that are due out by the end of the year. Mr. King, who will take over in December, isn't expected to be confirmed by Congress; instead, he's likely to remain as "acting secretary," a position that doesn't require congressional approval.

At the news conference, Mr. King praised the president and Mr. Duncan for their "ambitious agenda" on education, saying he was "proud to be able to carry it forward." ■

## Tough on Colleges, Duncan Bequeaths Record of Advocacy for Students

By GOLDIE BLUMENSTYK AND ERIC KELDERMAN

WASHINGTON  
FOR SOMEONE who came into office passionate about public-school issues, Arne Duncan

will leave a big imprint on higher education. After nearly seven years as U.S. secretary of education, Mr. Duncan announced this month that he would step down in December.

During his tenure, the depart-

ment eliminated banks from the student-loan system, simplified the process of applying for financial aid, and expanded options for income-based repayment of student loans. It toughened regulations to curb recruiting abuses by for-

profit colleges and, with the White House, pushed for better consumer information in all sectors of higher education.

How students can obtain federal aid is now clearer, and the terms for repaying their student loans more flexible. Information about colleges' costs, their financial challenges, and their students' outcomes is easier to find.

Many observers credit Mr. Duncan, 50, with changing the culture of the department. "He presided over a really crucial shift," said Lauren Asher, president of the Institute for College Access and Success, an advocacy group, "from a focus on schools and lenders to a focus on students and borrowers."

By all accounts, Mr. Duncan has deferred to colleagues on the details of policy making. But he was more than ready to personally upbraid colleges over rising prices and low graduation rates, their handling of sexual-assault cases, their lax academic standards for athletes in big-time programs, and their resistance to greater oversight — often to the discomfort of higher-education leaders accustomed to Democratic secretaries of education who promised more money and fewer questions.

In a letter to colleagues at the department, Mr. Duncan — who took office at the start of President Obama's first term, after serving as chief executive of the Chicago Public Schools — said he was stepping down because being apart from his family had become "too much of a strain." His wife and school-age children moved back to Chicago several months ago.

At a news conference this month, Mr. Duncan choked up as he recalled learning the power of education from his mother, who started an after-school program on Chicago's South Side.

President Obama said Mr. Duncan had "helped millions more families afford college." He would leave a record, the president said, that "I truly believe no other education secretary can match."

### 'STUDENTS FIRST'

In higher-education circles, many echoed that praise, though some faulted his department for overreaching, notably in its insistent support for the ill-fated college-rating system. Some also complained of inadequate oversight of companies that service student

*Continued on Page A6*



PABLO MARTINEZ MONSIVAIS, AP IMAGES

Arne Duncan announced this month that he would step down after seven years as secretary of education in President Obama's cabinet.



**44,251**  
**HIGHEST**  
**ENROLLMENT**

IN 200-YEAR HISTORY

AMONG THE  
**TOP 200**  
**GLOBAL**  
**UNIVERSITIES**

(U.S. NEWS & WORLD REPORT)

**NO. 1**

FOR RETURN ON  
**EDUCATIONAL**  
**INVESTMENT**  
(POLICYMIC)

AMONG THE WORLD'S  
**MOST BEAUTIFUL**  
**COLLEGE CAMPUSES**  
(**FORBES**)

**TOP 20**  
**MOST DIVERSE**  
STUDENT POPULATION  
(PRINCETON REVIEW)

UC STUDENTS  
**REPRESENT**  
**118**  
**COUNTRIES**

PUBLIC  
UNIVERSITY  
**OF THE**  
**YEAR**  
(THE WASHINGTON CENTER)

TOP-RANKED  
**CO-OP &**  
**INTERNSHIPS**  
(U.S. NEWS & WORLD REPORT)

(Now that's **CINCINNATI SMART.**)

**uc.edu/smart**

UNIVERSITY OF  
**Cincinnati**



*Continued From Page A4*

loans and too little help for borrowers saddled with debt.

“Arne put students first, no question,” said John S. Wilson Jr., who led the White House Initiative on Historically Black Colleges and Universities and is now president of Morehouse College.

But nearly everyone was critical of Mr. Duncan for supporting the rating system, even as it became clear over the course of nearly two years that the project would be impossible to pull off. In place of the proposed system, which the department announced it was scrapping in June, the White House and the department unveiled the College Scorecard, designed to let students and their parents judge colleges on the basis of data and other factors most important to them.

“The scorecard data are really big and will hopefully push the conversation” about openness and accountability, said Amy Laitinen, a former department official who is now director for higher education at New America, a think tank.

In connection with the scorecard, the department produced a website with rich stores of federal data on colleges and students.

Mr. Duncan deserves credit for “getting data, getting access to data, and getting people to know about data,” said Robert Shireman, a former deputy under secretary of education who is now a senior fellow in higher-education policy at the Century Foundation.

That focus was crucial in ensuring that students would see graduation rates for the colleges to which they sent federal financial-aid forms, he said. Staff members at the department hesitated to make that change, for fear the colleges would

object, Mr. Shireman noted. But the secretary insisted, he recalled, saying, “If colleges don’t want people to know about grad rates, I’ll take the heat.”

In 2012, when the department introduced its financial-aid “Shopping Sheet,” a document meant to ensure that colleges were being clear with students about the cost of attendance, Mr. Duncan wrote to all college presidents, urging them to adopt it.

#### CHECKS ON FOR-PROFITS

Early in Mr. Duncan’s tenure, the department set out to remedy what it saw as abusive practices at for-profit colleges. It put out regulations to curb bonus payments and other mainstays of recruitment at the fast-growing institutions. And it pushed for a “gainful employment” rule that would cut off federal student aid to career-focused programs that left graduates with high debt burdens and low earning potential. The years-long fight over that rule drew intense lobbying.

“The ‘buyer beware’ environment for career education was causing and continues to raise real problems,” said Ms. Asher, of the Institute for College Access and Success. Mr. Duncan “took steps both to recognize the problem and to take real, hard-fought steps toward addressing it.”

The department’s first version of a gainful-employment rule was successfully challenged in court by the Association of Private Sector Colleges and Universities, or Apscu. The second version provided more justification for its standards for cutting off programs, but the group filed suit against that one, too. A federal court recently upheld the

rule, but Apscu is appealing that decision.

Mr. Duncan has never minced words about for-profit colleges. “Some of these schools have brought the ethics of payday lending into higher education,” he told reporters in June. “They prey on the most vulnerable students and leave them with debt that they too often can’t repay.”

The secretary has also criticized members of Congress for opposing the department’s attempts to regulate career programs, and has found fault with accrediting agencies for what he called lax oversight.

For-profit colleges have seen him as a stubborn adversary driven by ideological opposition. “He will be remembered by our sector for confrontation rather than constructive collaboration,” said Steve Gunderson, Apscu’s president.

Mr. Duncan and other top officials in the department have continued to rebuff invitations to speak at the association’s events or to talk policy with it, Mr. Gunderson said, even after its own acknowledgments that the sector “grew too fast” and “had bad outcomes.”

The new rules on recruitment and gainful employment have had a far-reaching effect, said Eduardo Ochoa, who served as assistant secretary for postsecondary education from 2010 to 2012. They put serious pressure on proprietary institutions, he said, and raised awareness of potential abuses among members of Congress and state attorneys general.

#### REGULATORY BURDEN

The increased focus on accountability through regulation has brought the department a fair amount of criticism from public

and private nonprofit colleges as well. They often complain about unintended consequences. Accreditors, too, have said their recognition process has become a burdensome checklist.

Even as the Obama administration has sought to bolster community colleges — notably with the American Graduation Initiative, to raise federal support for those institutions, and more recent calls for free community college — leaders in the sector say it is struggling under increased regulatory pressure.

“I can’t help but be complimentary of both Secretary Duncan and President Obama,” said Walter G. Bumphus, president of the American Association of Community Colleges. “They have helped elevate America’s consciousness about community colleges.” (Mr. Duncan’s first under secretary of education was a former community-college chancellor, Martha J. Kanter, the first two-year-college leader to hold the Education Department’s No. 2 job.)

But the gainful-employment rule has put a burden on public two-year colleges, said David S. Baime, the association’s chief lobbyist. “The regulations will have essentially no impact on our colleges,” he said, because most programs are inexpensive and won’t violate the rule’s debt tests. “But the reporting requirements are a sore spot.”

Administering the federal direct-lending program, too, has created extra costs for community colleges at a time of state budget cuts.

#### CELEBRITY STATUS

Even as observers applauded the department’s record under Mr.

Duncan, they pointed out deficiencies.

The fight over the gainful-employment rule distracted from “real problems outside the for-profit sector,” said Andrew P. Kelly, director of the Center on Education Reform at the American Enterprise Institute, in an email to *The Chronicle*. And the push for free community college seemed like a pivot away from the goals of accountability and innovation, he said.

Still, Mr. Kelly praised Mr. Duncan for helping “push federal higher-education policy toward a more transparent, more accountable status quo.”

The Obama administration’s goal of raising higher-education attainment by 2020 was important, said David L. Warren, president of the National Association of Independent Colleges and Universities, but it “lost a little attention along the way.”

Meanwhile, Mr. Duncan’s basketball prowess brought him unusual pop-culture visibility, especially after some star turns at the NBA All-Star Celebrity Game. He appeared on popular television programs like *The Daily Show With Jon Stewart* and *The Colbert Report*.

It will be up to John B. King Jr., the interim education secretary (see related article, Page A4), and the under secretary for higher education, Ted Mitchell, to see through the department’s unfinished business, which includes putting into effect the gainful-employment rule, developing guidelines for awarding federal student aid in competency-based programs, and experimenting with alternative providers’ access to student-aid programs. ■

## As Federal Investigations of Sex Assault Get Tougher, Some Ask if That’s Progress

By ROBIN WILSON

WHEN IT investigated a complaint of a sexually hostile environment at Yale University, the U.S. Department of Education seemed to give the institution a break. The agency’s Office for Civil Rights said in 2012 that Yale had made some mistakes but praised it for “voluntarily and proactively” changing its ways to create a “culture that is safe for all students.”

That was three years ago. Recent investigations of how institutions

#### SEXUAL ASSAULT

handle students’ reports of sexual assault haven’t been nearly as generous or hopeful. Last month the civil-rights office leveled its most grievous charge, finding that two universities had violated the gender-equity law known as Title IX. Michigan State University and the University of Virginia each had a “hostile environment,” or the basis for one.

The latest settlements show that

federal inquiries into how colleges handle sexual assault are growing longer, tougher, and more damning. While Michigan State and Virginia aren’t the first institutions found to have violated Title IX, campus officials and higher-education lawyers see those judgments as particularly harsh. With so much national attention on ending sexual violence, federal enforcers are pointing fingers at colleges.

“The government has gone from issuing love letters to universities who agreed to straighten up and comply with Title IX, to these letters where the university really gets whacked,” says Wendy Murphy, a lawyer who has helped students file federal discrimination complaints against Virginia, as well as Harvard and Princeton Universities.

She hails the change as holding institutions responsible for protecting students. “These harsher findings with sanctions make it more likely that victims will come forward with reports of assault,” she says. “Victims will feel that it was worth it, because justice has been served.”



M. SCOTT BRAUER FOR THE CHRONICLE

“The government has gone from issuing love letters to universities ... to these letters where the university really gets whacked,” says Wendy Murphy, a lawyer who has helped students file federal complaints against colleges.

But some wonder if the government’s stricter stance is more about scoring points with activists and taking credit for progress on a highly sensitive issue. The civil-rights office, say campus administrators and consultants, has shifted from helping colleges comply with Title IX to almost automatically indicting them. The institutions under investigation for allegedly mishan-

dling reports of sexual assault now number 144.

Colleges know that being on the list is a “no-win situation,” says Robb Jones, senior vice president at United Educators, an insurance and risk-management firm. “No matter what they try to do, or what facts they present, OCR is going to come out with a findings letter that says they violated the law.”

Catherine E. Lhamon, who has led the Office for Civil Rights, known as OCR, for two years, acknowledges that it has stepped up its inquiries. It now examines not just how a college handled an individual report of sexual assault but also everything it did on the issue over a three-year period. “It would be irresponsible for us to only look

*Continued on Page A8*





YONSEI  
UNIVERSITY



## The liberal arts for international minds.

- An all-English, four-year liberal arts college experience in Korea, the hub of East Asia
- Access to a full-time, international faculty recruited from the Ivy League
- A tightly knit and highly diverse community of more than 1700 students from 50 countries
- The benefits of small classes and the resources of a major research university

## Underwood International College

Comparative Literature and Culture • Economics • International Studies • Political Science and  
International Relations • Life Science and Biotechnology • Asian Studies • Information and Interaction Design •  
Creative Technology Management • Culture and Design Management • Justice and Civil Leadership • Quantitative Risk Management •  
Sustainable Development and Cooperation • Science, Technology and Policy • Bio-Convergence •  
Energy and Environmental Science and Engineering • Nano Science and Engineering

Learn more at [uic.yonsei.ac.kr](http://uic.yonsei.ac.kr)



*Continued From Page A6*

at certain facts,” she says, “and not to look systemically at whether those facts are an aberration or a practice.”

But that doesn’t mean the agency is determined to identify problems, says Ms. Lhamon. It has dismissed 78 complaints without opening investigations and has closed some investigations without finding violations, she says. “We are not trying to strike fear in anybody’s heart. We are trying to make sure students have their federal civil rights satisfied.”

#### GOING ABOUT THE GOAL

It’s hard to argue with the goal of protecting students who report sexual assaults. What divides opinions is whether the government, with its prescriptive rules for and harsh judgments of colleges, is going about that goal the right way.

Earlier agreements to settle investigations, like Yale’s, tended to strike a cooperative tone. In resolutions involving Notre Dame College, Eastern Michigan University, and the University of Notre Dame, the civil-rights office called problems “concerns” and let campus officials explain in official documents why they had done things a certain way. None of those three institutions was found to have violated Title IX.

It’s good, some victim advocates say, that colleges are now more worried about the government’s comb-

ing through their sexual-assault case files. For years, the advocates say, institutions dismissed or ignored students’ reports.

Activists rallied outside the Education Department in 2013, denouncing what they saw as its pattern of letting colleges off the hook. Carrying signs like “Support Survivors. Enforce Your Law,” they demanded stricter enforcement of Title IX. Some observers attribute the civil-rights office’s tougher stance in part to that activism. “Finally, the federal government is actually doing something on these cases,” says Alyssa J. Peterson, an organizer for the advocacy group Know Your IX.

In the past few years, colleges have acknowledged shortcomings, revised policies, and pledged better support for victims of sexual assault. But from the perspective of some campus officials, detailed federal mandates, legal wrangling over findings, and a bureaucratic, adversarial enforcement process that spans several years don’t signal progress.

Agreements to resolve investigations are like jury verdicts, says Ms. Murphy, the lawyer who has helped students file complaints against their institutions. Like a jury, she says, “the federal government comes up with something in the middle of what was alleged and what it feels it is legally entitled to.”

In Virginia’s case, rather than find that the university had a sexually hostile environment, the civil-rights office said only that UVa had a “basis” for one. A spokesperson for the Education Department said there was no difference, but some lawyers interpret the wording as stopping short of the severe judgment.

In Michigan State’s case, the civil-rights office examined two reports of sexual assault without finding a hostile environment. But it said such an environment did exist more generally, in part because the university had not responded to

**“We are not trying to strike fear in anybody’s heart,” says the leader of the Office for Civil Rights.**

other reports promptly and equitably, failed to maintain proper records in some cases, and did not notify students and employees of the presence of its Title IX coordinator.

For the office to find no violation in individual cases but still determine that a hostile environment existed is unusual, says Peter F. Lake, director of the Center

for Excellence in Higher Education Law and Policy, at Stetson University. “They come into your closet and say, ‘Everything is in order, but we just went into your dresser, and your socks aren’t matching.’”

Administrators and consultants for campuses including Michigan State and Virginia either declined to comment for this article or would not speak on the record because of the sensitivity of this issue.

#### REACHING AGREEMENTS

Some colleges have sought technical assistance, and they report that the civil-rights office has declined to provide it to institutions under investigation. Meanwhile, campus officials say, the agency has later found fault with the policies on which the colleges had asked for help.

What’s more, the officials say, while investigations may be wider in scope, federal authorities do not fully examine individual cases, instead taking snapshots of an institution’s actions over time. That can lead the office to decide, for example, that the college had failed to punish an alleged perpetrator when, in fact, it did.

To resolve an investigation, the civil-rights office and a college reach an agreement as to what must change on the campus. While campus administrators review that agreement, they say, they are not

first permitted to read the findings on which it is based. That puts them in the position of accepting a sight-unseen judgment of how they may have violated the law.

Many colleges go ahead and sign, simply to avoid further trouble, says Mr. Lake. “The alternative is to reject the deal and see that your federal funding may be on the line,” he says. “Most people won’t take that chance.” Last year Tufts University briefly revoked a resolution agreement with the government after it discovered that a letter of findings would declare it out of compliance with Title IX. Campus officials quickly recommitted.

Institutions don’t get to see the findings against them before signing agreements to resolve investigations, a press officer for the Education Department confirmed, but campus officials are briefed on the facts.

“We orally discuss findings in the beginning and throughout negotiations,” the press officer says, “so there should be no surprises.”

Ms. Lhamon, the assistant secretary for civil rights, defends her office against the impression that it doesn’t fully examine individual cases. “We do often hear from schools who say, ‘But wait, there is more.’ And we always run that information to the ground.” When institutions accuse the agency of missing things, she says, they usually turn out to be wrong. ■

## Journal Publishers Rethink a Research Mainstay: Peer Review

By PAUL VOOPEN

THE peer-review system, a bedrock of modern science, is under a tremendous strain.

The number of published scientific papers has been growing at a rate of 5 percent a year. Facing cutthroat job markets, research-

#### RESEARCH

ers slice their work into a panoply of studies — salami science, some call it — to bolster their appearance in metrics employed by tenure-and-promotion committees. With each new paper, requests for peer review ripple outward; the ripples are so aggregated that it now feels, especially to experienced scientists, like a daily tsunami.

It’s becoming harder to give studies the attention they deserve, scientists say. Backlogs build. At prestigious journals, it’s not uncommon for submissions to sit for two years, going through four rounds of revision. Careers stall waiting for acceptance or, more crushing, rejection.

Editors have ceded ever more independence to expert reviewers, who in turn can exhibit a host of problems. They show preference to papers showing positive results, or they’re biased against authors from backgrounds unlike their own. They may prefer their own paradigms and stifle innovation. According to statistical models, their opinions are little better than chance at correctly evaluating a study for its scientific soundness.

Many researchers have had enough. Over the past few years, they have sought to repair, replace,

or revolutionize the practice of peer review. Their methods vary. Some propose radical transparency. Some seek to decouple review from journals. Some propose crediting scientists for their review work. And some propose doing away with the system.

Much of this work was highlighted last month, when a small group of publishers held the first Peer Review Week, via online media, to promote the benefits of and debate changes in the existing system.

But as these reformers celebrate their advances, they must be wary. To many researchers, peer review has more benefits than flaws, and the public certainly expects scientific work to be vetted in some manner.

“Does it have problems? Absolutely,” says John R. Inglis, executive director of the Cold Spring Harbor Laboratory Press, about peer review. “Does it have challenges? Absolutely. But I’m not prepared to believe it’s a battlefield of moral bankruptcy.”

#### JUDGING FOR NOVELTY

Established after World War II, the modern peer-review system proved valuable to the growth of science. Its anonymity allowed referees to criticize without fear of retaliation. Limited interaction among reviewers prevented one voice from bullying the conversation. It added prestige to stud-

ies. And it selected, especially at high-profile journals, studies deserving of notice.

Though often not thought of this way, the mission of several open-access journals, like *PLOS ONE*, to

**Some propose radical transparency or other changes. And some want to do away with the system.**

publish any study deemed scientifically sound has already resulted in one great reform. It made clear that peer review does not, intrinsically, have to judge for novelty or significance. Yet such judgment remains an essential part of the process at many journals.

Retaining such criteria results in a glaring inefficiency, however: Many studies are reviewed and found sound at prestigious journals, only to be rejected for their fit or significance.

It’s a problem that’s not gone unnoticed at the major publishers, many of which have started “cascade” systems that give scientists the option of passing along a study first submitted to, say, *Philosophical Transactions B*, to a less prestigious journal, *Royal Society Open Science*, with peer review intact.

If scientists don’t want to end up in the *PLOS ONE* clones of publishers, however, several services, including Peerage of Science, Axios Review, and Rubriq, have begun to offer peer review independent of any journal. Peerage relies on vol-

untary help, while Axios and Rubriq charge fees.

The mission of Axios, which began in 2013 and works only in the disciplines of ecology and evolution, is to act as an agent for researchers, providing, for a \$250 fee, traditional peer review and helping to place the paper at the journal most likely to take it. That helps to avoid the cycle of review and rejection, says Tim Vines, the service’s founder. The researcher chooses four journals, and then Axios’s referees, selected from its editorial board, assess the study and recommend the journal most likely to take it.

Axios, in effect, lowers the rejection rate of science. If you do that, you lower the overall cost of science, says Mr. Vines. “Yes, we do ask authors to pay. But on the whole, we reduce the overall expense of publishing.”

#### RADICAL QUESTIONS

Rather than simply clean up inefficiencies, some researchers are asking radical questions about peer review: Why does so much of our scientific labor remain invisible to promotion committees? Do studies need to be peer reviewed at all before they’re published?

For generations, scientists have accepted the burden of peer review as a necessary part of the profession, an obligation that provides intangible rewards, in terms of reputation, and sometimes tangible benefits: membership on a prestigious review board. But as science has become dominated by metrics like impact factor — which quantifies the influence of a journal by its

*Continued on Page A10*



FRANZ PFLUEGL

Ulrich Pöschl helped found an atmospheric-sciences journal that publishes papers, posts comments, and then settles on a final version of the work.



## Public Universities and the Path to Self-Sufficiency

Self-sufficiency is a ubiquitous aspiration for individuals as well as institutions, to achieve self-reliance and exist beholden to none. For public universities, however, self-sufficiency is less of an aspiration and more of a mandate, given the current environment of declining and unreliable state funding for higher education.

For universities, the pathway to long-term financial security requires new and sustainable revenue streams that will grow over time. While most universities already supplement state funding and tuition with grants and donor support, these latter sources are intermittent and difficult to predict, making it hard to plan and budget. The creation of consistent and reliable sources of income, therefore, should revolve around what a university knows how to do best: enroll and teach students the information, thought processes and skills they need to have successful and fulfilling lives. In short, growth in enrollments is imperative, and growth comes best from areas of strength.

Growth is a vital topic for discussion, because in the near future, only two types of universities will exist: those with growing enrollment, and those with declining enrollment. Remaining static is not an option in today's highly competitive environment. Universities that are growing will be adding programs and faculty, while schools with declining enrollments will be cutting programs and staff.

### University Business Officers Express Concern

How tenuous is the current status quo for higher education? A recent Gallup poll of university business officers showed that only 42 percent were confident about their institution's sustainability over the next 10 years—meaning almost 60 percent have some doubt that their university will survive for another decade. It's a hard-knock matter of money. Ultimately, all the diverse things that universities represent—an educated citizenry, fulfilled individuals, critical research and, yes, faculty and administrator salaries—will not be sustained unless an institution brings in more money than it spends.

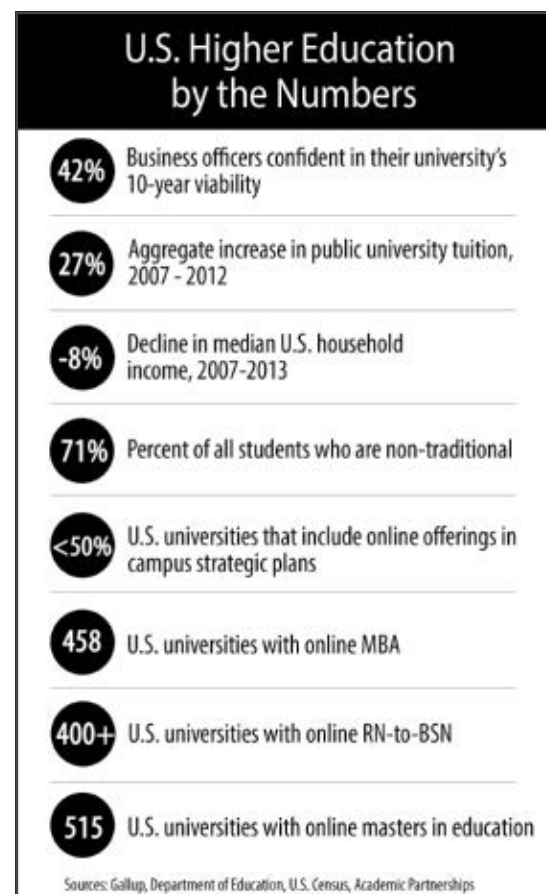
*Prospective students today have more choices in higher education than in any other consumer category.*

Tuition is just one component of total revenue per student, but it is the source that institutions can most directly control and predict. In recent times, as tertiary enrollments have dipped, universities have tipped the scale toward rate increases. Public universities, in aggregate, raised tuition by 27 percent between 2007 and 2012. The major problem here is that in essentially the same period, 2007 to 2013, U.S. median household income actually declined by 8 percent, according to the U.S. Census Bureau.

As a result, many families and prospective students are deciding that college is not worth the cost. However, it's a simple fact that higher education

remains crucial to the vitality of a nation and the overall quality of life—and economic prospects—of an individual.

Since raising tuition is not the sole solution, the focus of many universities is shifting away from tuition increases and towards enrollment growth. Indeed, the Gallup survey found that 82 percent of university business officers most likely will employ strategies to increase overall enrollment, and 70 percent are contemplating the launch of new revenue-generating academic programs.



Growth strategies that emerge should be built around an institution's historic strengths. A report from Bain & Company, "The Financially Sustainable University," points out the need for universities to remain true to their brand and distinguishing characteristics even as they apply new strategies for growth. "The worst-case scenario for an institution is to be relatively expensive and completely undifferentiated," said Bain authors Jeff Denneen and Tom Dretler. "Unfortunately, many institutions seem to be headed down that path." But by focusing on the characteristics that are truly distinctive and channeling resources to them, institutions can positively improve their performance and get on the path to long-term sustainability.

### Academic Competition and Changing Student Populations

Devoting resources to the addition of online programs has proven to be an effective means for increasing enrollments and tuition income while maintaining an institution's core points of differentiation. Yet, in a U.S. landscape of more than 4,000 degree-granting institutions, enrollment growth is easier said than done. Prospective students today have more choices in higher education than in any other consumer category.

The most significant opportunity for enrollment growth today, by far, can be found among working adults who are seeking advanced credentials to support their careers. These non-traditional

students—typically older, mid-career and often with family obligations—comprise more than 70 percent of the total higher-ed student population in the U.S.

This majority student population requires a measure of flexibility that can only be delivered through online offerings. According to a Gallup survey, nearly two-thirds of university leaders believe that an online strategy is critical to their institution's long-term success. Yet surprisingly, fewer than 50 percent of top executives had included online programs in their campus strategic plan.

Universities that are just now venturing into online degree programs will find a crowded and intensely competitive field. Less than 10 years ago, the online market was dominated by a dozen or so proprietary schools with high tuition costs. Today, the strongest

*"The number of students who must visit a website to achieve 100 applications has almost doubled in the last 5 years."*

—Randy Best, founder, Academic Partnerships

competition comes from public universities that embraced online using virtually the same programs as before at low, state-subsidized rates.

Students now have a wealth of online choices, including more than 450 MBA programs, more than 400 RN-to-BSN nursing offers, and more than 500 masters in education degrees. Another growth area for online providers is non-degree programs and specialty certificates, which have become the fastest growing credential in the US. They now account for about 22 percent of all conferred credentials, most of which are being earned online.

The challenge today is recruiting significant numbers of nontraditional students who are deluged with choices. "Consistent growth of an online student body now depends upon constantly increasing exposure," said Randy Best, founder of Academic Partnerships, an online services provider for higher education. "The number of students who must visit a website to achieve 100 applications has almost doubled in the last 5 years." Creativity and increased investment in marketing is the name of the game, along with consistently building a larger portfolio of online offerings.

Public universities have some of the most recognized and trusted brands in academe. Those brands need to be leveraged with sophisticated and focused marketing, supported by aggressive budgets that are significant and sustainable over time. The enrollment and revenue growth that can be achieved from this robust approach can go a long way toward making a public university not only self-sufficient, but ultimately unassailable.



www.academicpartnerships.com  
info@academicpartnerships.com  
(214) 210-7300



*Continued From Page A8*

citation count — a new generation of scientists finds the recognition of doing referee work vanishingly small.

“All in all, it seems pretty dreadful,” says Andrew R.H. Preston, a physicist who helped start Publons, one of several services seeking to give researchers scientific credit for their reviews.

Started two years ago, Publons has prompted controversy. It allows referees to upload reviews, without journal approval, that could prove embarrassing to authors. It has raised ethical questions that researchers have only begun to ponder, including basic things, like just who owns peer review, anyway?

Despite such qualms, the drive toward quantifying and crediting peer reviewers is real. Publons just announced a trial partnership with the top biology journal of the Royal Society, in Britain.

While Mr. Preston may seem radical to some, he is still a staunch supporter of the notion that every piece of research ought to receive some sort of peer review.

Brandon Stell, on the other hand,

prefers to see that system go.

Mr. Stell is one of the founders of PubPeer, a website that allows anyone to anonymously comment on a published research article. The site has become known for its role in exposing several scientific frauds in the past few years; until this summer, Mr. Stell, an American neuroscientist based in France, operated the site anonymously.

“We would like to move away

**“I suspect one day journals will become unimportant, so why invest our time in developing new ways of reviewing?”**

from journals,” which are a medium doomed to fail, he says. “I suspect one day journals will become unimportant, so why invest our time in developing new ways of reviewing for journals?”

Mr. Stell would like to see every study published immediately, with

review coming afterward — post-publication review. Granted, such a system may not ensure that every paper gets reviewed, as they do today: Right now, most papers flagged in PubPeer have one or two comments; many don’t have any comments at all.

#### ‘WHAT SCIENTISTS SAY’

Still, there’s no law that every paper must face peer review. It’s possible to generate new traditions and standards. “If postpublication peer review becomes the norm, it won’t matter where the paper is published,” Mr. Stell says. “What will matter is what scientists say about the paper.”

If any of the reformers’ ambitions grow too fast, though, they need only look to the experience of Ulrich Pöschl, editor at *Atmospheric Chemistry and Physics*, which has pioneered an open, two-stage system of peer review.

With several colleagues, Mr. Pöschl began *ACP* in 2001 on a mission for transparency. He saw value in anonymity, but he also saw that veil being used to file “crap refer-

ee reports,” he says. Similarly, researchers would file questionable papers, confident that their studies, if denied, would be quietly returned. And it seemed crazy that reviewers’ reports, which often contained valuable insights, never joined the scientific literature.

The process used by *ACP* has two stages: Papers, after undergoing a cursory check, are published in the journal’s discussion section. All credible scientific comments are welcomed, anonymous or not. The invited reviewers’ comments are posted, along with the author’s responses. An editor then makes the call on a final, revised version of the paper.

Other journals have eschewed a two-stage system but began doing away with reviewer anonymity. While that step is still uncommon, several prominent journals now provide reviewers’ names and comments after publication. Other journals, like *Nature*, have moved in the opposite direction, offering optional double-blind review, in which neither reviewer nor author knows the identity of the other.

Few open-review journals have

adopted the model of *Atmospheric Chemistry and Physics*, even though it draws top researchers in the field. For example, James E. Hansen, the famed climate scientist and activist, began publishing there several years ago.

His controversial draft paper predicting catastrophic sea-level rise in this century cast a public eye on *ACP* for the first time this summer, quickly becoming the journal’s most commented-on submission.

While accompanied by jeers from climate-change contrarians that, at least according to one referee, interfered with the review process, the paper has moved forward. Mr. Pöschl is dismayed that more experts didn’t weigh in on Mr. Hansen’s study, and he expects to clarify that the journal does not welcome “unscientifically sound comments.”

But over all, he’s happy with how the system has survived, if disappointed that it remains an exception. “The basic process of putting out a discussion paper for public scrutiny,” he says, “I haven’t seen a better concept yet.” ■

## A University Faculty’s Stand on Trigger Warnings Stirs Fears Among Students

By PETER SCHMIDT

WASHINGTON  
FAITH N. FERBER, a junior at American University, finds herself intensely drawn to a subject that upsets her: sexual violence. She focuses her studies on it, helps run a campus group that advocates against it, and hopes someday to have a career fighting it.

At the same time, unexpected classroom discussions of the topic

### STUDENTS

give her panic attacks — a reaction she attributes to post-traumatic stress disorder from being assaulted off campus just over a year ago. Such surprises can send her fleeing into a hallway or leave her rattled for days, she says.

To avoid classroom episodes, she has adopted a routine for the start of each semester. She combs course syllabi and asks instructors to give her some notice — a “trigger warning” — before exposing her to readings and discussions likely to provoke her anxiety.

Ms. Ferber says she requests trigger warnings mainly to steel herself against psychological discomfort, but she sometimes asks to skip a classroom session she cannot emotionally handle. “Nine times out of 10,” she adds, “I am not going to have to opt out.” Her instructors have always granted her requests. In her two majors — psychology and women’s, gender, and sexuality studies — the warnings are common, she says.)

She received no warning last month, however, when American University’s Faculty Senate took a step likely to complicate her efforts to avoid psychological distress. With the backing of Scott A. Bass, the provost, the senate unanimously adopted a free-speech resolution that discourages instructors from granting students’ requests to be shielded from certain readings or discussions.

The resolution says that faculty members can continue to issue “trigger warnings,” but only to prepare students to process material, not to suggest they can opt out of exposure to it. If students com-



AMERICAN U.

Last month the Faculty Senate at American U. adopted a free-speech resolution that discourages instructors from granting students’ requests to be shielded from certain readings or discussions.

plain that instructional content will cause them personal difficulty, the solution is to direct them to support-services offices, the resolution says.

Students diagnosed with mental-health conditions can continue to get instructional accommodations, either by working through the university’s counseling and disability-services office or, in cases of only temporary need, through the office of the dean of students, university administrators say. But they will need to show medical documentation of psychological vulnerability to qualify.

#### GETTING OUT IN FRONT

American University has taken its stand on trigger warnings at a time of intense national debate about their use at colleges. The warnings, which emerged from the

clinical treatment of post-traumatic stress disorder in soldiers, were popularized in the media a decade ago, on feminist blogs and message boards that alerted readers when content might evoke traumatic memories of sexual assault or domestic violence.

In recent years, college instructors — generally at the behest of students — have issued the warnings in relation to subjects such as racism, abortion, and suicide.

Critics argue that trigger warnings restrict campus debate and stunt students’ preparation for life’s stresses. Defenders say the public attacks on them are motivated by ideological opposition to anything related to political correctness. Although conservatives account for much of that resistance, trigger warnings have also been assailed as threats to academic freedom by the American Association of

University Professors and various free-speech-advocacy groups.

American University had not experienced any significant controversy involving trigger warnings, but there had been signs of one brewing. The university’s library had asked Mr. Bass how it should respond to student requests to flag books for controversial content. And Sasha Gilthorpe, president of the student government, ran last spring on a platform that included a pledge to push for trigger warnings on syllabi.

Mr. Bass, who wrote the first draft of the Faculty Senate’s resolution, says he had initially set out just to update its stand on academic freedom, inspired by declarations adopted this year by the University of Chicago and Purdue University. The American University resolution was amended with language dealing with trigger warnings at



COURTESY OF SASHA GILTHORPE

Sasha Gilthorpe, president of American’s student government, has called for trigger warnings to be included on syllabi.



the suggestion of Larry Engel, the senate chairman.

The resolution “protects the student as well as the faculty member,” says Mr. Engel, who argues that both need to feel safe to speak freely.

Some students agree. After Mr. Engel sent students an email announcing the resolution’s adoption, Laura Turner, a junior majoring in journalism, wrote back, “Thank you so much for providing a wuss free zone!”

Among students on campus here last week, Nicholas Scida, a senior, called trigger warnings “an easy way to cop out of work.” Another senior, Megan Lapham, said, “Universities should not be a super-sheltered environment.”

The resolution has been cheered off campus as well. *The Atlantic*, which in last month’s issue published a cover story critical of trigger warnings, praised the resolution as “refreshingly direct and unambiguous” in defying threats to campus speech. The conservative *National Review* applauded it as a “welcome push-back against the craze for protecting supposedly fragile students.”

But the Faculty Senate’s stance has caused an uproar among other students. They argue that the resolution, by assuming that trigger warnings threaten free speech and represent a means for students to avoid certain subjects, misses the whole point of the warnings: to let students prepare themselves to remain educationally engaged.

“This issue is not about free speech. It is about accessibility,” says Isabel Zayas, a sophomore who has been active in promoting campus awareness of mental-health concerns.

“I don’t understand how needing something for a disability correlates with my ability to critically think,” says Emem N. Obot, a sophomore who says her post-traumatic stress disorder can cause her to hyperventilate or have panic attacks when she is exposed to depictions of sexual assault or violence against people of color.

#### SOURCES OF STRESS

Mr. Engel, an associate professor of film and media arts, says the resolution is not an outright ban on trigger warnings. In fact, he plans to continue to use them before showing students films depicting rape or the Holocaust. But, he says, he wants to be sure that any accommodation is for “a medical reason,” and not in response to students’ views on matters such as race, religion, or gender relations.

In deciding to treat the evaluation of student requests for trigger accommodations as a clinical matter, however, American University has drawn attention to how ill-prepared its student-services offices are to handle such requests. Students complain that the counseling center is understaffed and underfunded, and that getting an appointment can take a week or more.

“Shuttling every student who has the need for a trigger warning into therapy isn’t the answer,” says Ms. Giltorpe, the student-government president.

Students Against Sexual Vio-

lence, a campus group that counts Ms. Ferber as a leader, says the faculty resolution “reflects an ableist viewpoint as well as a clear misunderstanding of trauma and mental health.”

Ms. Ferber, for her part, sees the process of getting a formal accommodation for disability as too complicated, and argues that she is better off advocating for herself than relying on a campus office to look out for her.

“There are countless reasons why students would not be able to get that formal accommodation,” she says. Students might lack recent documentation of a longtime psychological condition, feel uncomfortable seeking counseling, or have had a complaint of sexual as-

sault fall on deaf ears, she says. She cited the Faculty Senate’s failure to get student input before passing its resolution as “proof that the

**American University said the warnings are not to suggest that students can opt out of exposure to some material.**

system does not listen” to students’ concerns.

Mr. Bass, the provost, acknowledges that American, like many universities, is straining to handle

a surge in the share of its students seeking help for mental-health issues. The university has embarked on a major overhaul of its student-services offices, he says, so they can better handle the workload.

Ms. Giltorpe and other student activists say they have been unable to get any reassurances from officials of American’s counseling center, who declined to be interviewed for this article.

National experts on college counseling say their offices are generally not in the business of evaluating trigger-warning requests. Instead the offices focus on treating whatever psychological problems have spawned those requests, and on referring students to disabili-

ty-services offices for broad accommodation plans.

“It is not part of our job to wade into these conversations,” says Gregory Eells, Cornell University’s director of counseling and psychological services. Counseling offices generally resist students’ requests for excuses from educational assignments to avoid being swamped by such work, he says.

The Faculty Senate planned to meet with students last week to hear their concerns, but Mr. Bass believes their fears of impending psychological injury are overblown.

Instructors will continue “to work with their students and listen to them,” he says. “The faculty are not going to be cruel to their students.” ■



# URSINUS COLLEGE CONGRATULATES BROCK BLOMBERG

Inaugurated today as our 17th president, Brock Blomberg champions a liberal arts legacy that has been 146 years in the making. One of a few *Colleges that Change Lives*, Ursinus is, unapologetically and undeniably, a bastion of liberal education and residential undergraduate experiences.

[ursinus.edu/inauguration](http://ursinus.edu/inauguration)

**Ursinus**  
COLLEGE



# On the Academic Job Market, Does Patience Pay Off?

By MAREN WOOD

**H**OW LONG am I marketable? It's one of the most difficult questions an academic job seeker can face. And it's one of the most important questions we hope our Academic JobTracker project can help answer.

If you don't get a job in your first year on the market, should you stay the course and take another swing in the next hiring season? Or is it already time to start exploring different career options?

We're looking at only one year of data at this point, so please don't base any major life decisions on

## FACULTY

these early returns. But we have collected a large sample — 2,500 jobs across several disciplines — from last year's hiring season. And in the social sciences and humanities, to start with, what we've seen so far suggests that if you're looking for a tenure-track assistant professorship, you may be most marketable in your last year of graduate school.

In most disciplines, at least half of those assistant professorships went to candidates who were A.B.D. — having finished “all but dissertation” — or had graduated in the previous calendar year. Of course, most of the candidates in the A.B.D. crew went on to finish their degrees before taking up their new posts.

What's more, at least in the social-science and humanities disciplines we tracked, another pattern holds: At least three-quarters of tenure-track jobs for assistant professors are filled by scholars no more than four years removed from earning Ph.D.s. In many fields, that proportion surpasses 80 percent.

We'll show you how this plays out in specific disciplines. You'll see how quickly hiring falls from A.B.D.s, who make up a substantial portion of the new faculty pool, to candidates who graduated in 2011 or earlier.

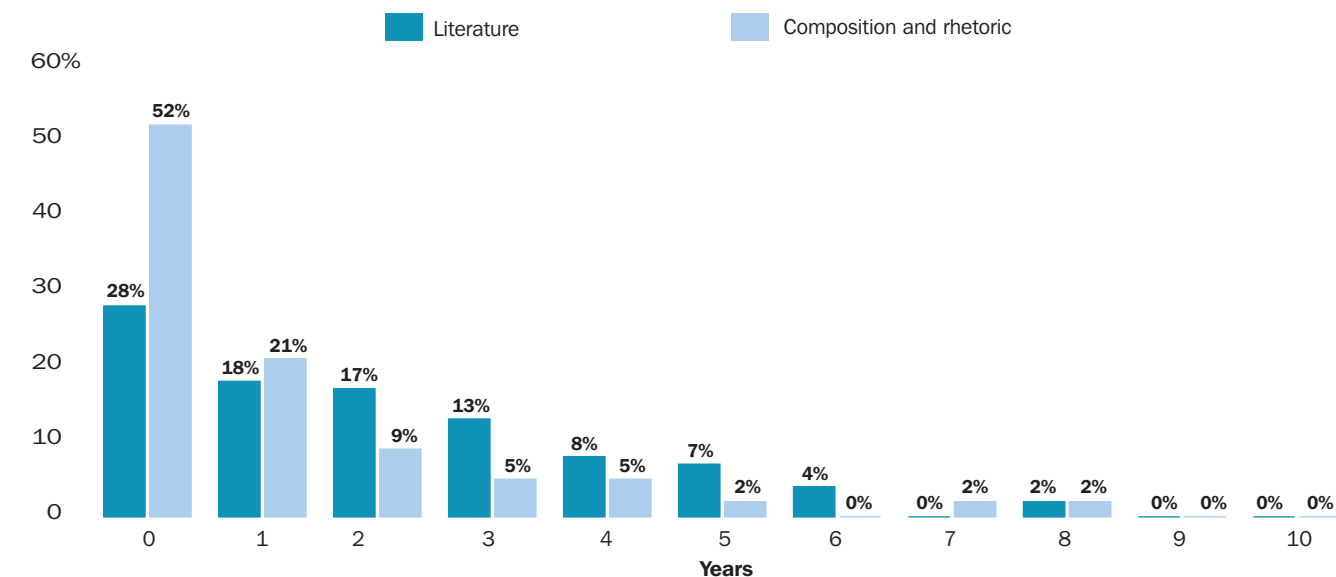
Are search committees passing more-experienced scholars over, or are those candidates dropping out of the search sooner? That's not clear.

We can't reach conclusions about the STEM market just yet. (Math is the only STEM field — among science, technology, engineering, and mathematics — that we've tracked, but we'll follow up with ecology and psychology this fall.)

It's no secret, though, that the prevalence of postdocs makes a big difference in the STEM market.

## How Subfield Affects the Job Search for English Scholars

New hires in literature are more likely than those in composition and rhetoric to have been on the market for more than one year.



Note: Data reflect a sample of tenure-track assistant-professor jobs at four-year institutions in the U.S. and Canada. Percentages may not add up to 100 because of rounding or, rarely, because of hires who earned their Ph.D.s more than 10 years before.

Our data for math bear that out: Candidates seem to remain viable much longer, provided they find postdocs or visiting assistant professorships.

Of course, many STEM job seekers have pointed to this as a problem: It can take years after graduating to land a tenure-track position.

Of course, these are early numbers, and we need more data to definitively say, “This is what's happening in such-and-such field.”

But it is, maybe, a reality check. A few years ago, many search-committee veterans said they weren't looking to gamble on A.B.D.s. Some advisers still warn Ph.D.s against entering the market too early. In fact, A.B.D.s may face long odds simply because everyone faces long odds. But if aspiring professors are sitting out the job market during the final year of grad school, they might be skipping a period when their CVs could get a real look.

Now on to the numbers. (A couple of notes: 1. In these data, we exclude associate- and full-professor positions, so when we say “jobs,” we mean “assistant-professor positions.” 2. We've defined A.B.D. as anyone who graduated in 2014 or later, though most of them graduated before taking up their new tenure-track positions.)

### VARIATION BY FIELD

Our sample of jobs in English includes positions in literature, cre-

ative writing, and composition and rhetoric. In this analysis, we focus on the job market for Ph.D.s, so we omitted jobs that went to candidates with M.F.A. degrees. (You'll find M.F.A. recipients included in the JobTracker tool.)

Of the jobs that were filled by Ph.D.s, nearly 60 percent went to candidates who were either A.B.D. or had graduated in the previous calendar year. But there are really two job markets — one for literature and one for composition and rhetoric. So we've broken those down in the chart.

That's where the results start to differ. In composition and rhetoric, nearly 75 percent of the assistant professorships we tracked went either to A.B.D.s or to Ph.D.s who had graduated in the previous year. In English literature, A.B.D.s and first-year seekers accounted for just 46 percent of those filled positions.

All told, 92 percent of assistant professorships in composition and rhetoric went to candidates with degrees in hand for four years or less. In English literature, that figure was 84 percent.

What about all those scholars landing tenure-track jobs three or four years after getting their Ph.D.s? Most of them had positions as postdoctoral or visiting assistant professors. We don't see a lot of adjunct instructors in that group. There are Year 3 or Year 4 bumps in many humanities fields

— a sign that the right appointment can help you remain marketable a little longer.

And what about the jobs that went to scholars who graduated even earlier, in 2009 or before? Half of those were lateral moves — professors leaving one tenure-track post for another.

Here's a look at how the situation plays out in history and anthropology.

In history, 52 percent of the jobs we found went to candidates who were either A.B.D. or had graduated in the previous year; nearly 90 percent went to scholars who had earned degrees within the past four years. (Of the handful of assistant-professor jobs filled by scholars who earned degrees in 2009 or earlier, half went to people who already had tenure-track appointments.)

Anthropology showed a somewhat longer hiring trajectory. While A.B.D.s and recent hires landed 45 percent of the jobs, the drop-off between Year 1 with degree in hand and Year 3 was less than in many other fields. Still, 73 percent of the jobs we tracked went to candidates within four years of graduation. (Of the small number of jobs filled by those who graduated in 2009 or earlier, most went to people who were working in non-tenure-track positions.)

In some other fields, like communications and media studies, hiring often rewards industry experience. In the job market for Ph.D.s,

65 percent went to A.B.D.s or those who had just graduated, and 86 percent went to people who'd graduated in 2010 or earlier.

Mathematics is the one field we've tracked in which having a Ph.D. in hand clearly betters a candidate's chances of landing a tenure-track position. This, of course, reflects the expectation that people will complete postdoctoral training before they land such a job. The largest group of hires had their degrees in hand for three years. The A.B.D. cohort was second.

That said, even in this STEM discipline, 74 percent of jobs went to people who had degrees for four years or less. And there was a steep drop between those who landed positions three years post-Ph.D. and those who did so after graduating in 2009 or earlier. ■

*Maren Wood is an editor of Vitae's JobTracker project. She is the founder and lead researcher of Lilli Research Group, a company that provides research-consulting services for organizations and career coaching for Ph.D. job seekers.*

**Vitae's Academic JobTracker is an interactive tool that takes a data-driven look at the academic job market. Try it at [jobtracker.chroniclevitae.com](http://jobtracker.chroniclevitae.com).**

# The Attorney General Who Wants to Keep Private Colleges on Course

By STEVE KOLOWICH

**F**OR THE next decade, the administration of the Cooper Union for the Advancement of Science and Art may not be able to sneeze without hearing a “gesundheit” from New York's attorney general.

As part of a legal agreement aimed at staving off an existential crisis at Cooper Union, the engineering and design college in New

York City is submitting to an extraordinary level of state oversight for a private institution. Its board will let a state-appointed monitor attend all its meetings, including executive sessions. That official will report any major expenditures to the attorney general, currently Eric T. Schneiderman, who will also dictate what information the board makes public.

The terms are punishment for a series of questionable management

decisions at Cooper Union over the last decade. Now, with forecasters predicting that small, private colleges will face intense financial challenges in coming years, the

## GOVERNMENT

New York attorney general wants to take a more active role in heading off similar debacles.

Mr. Schneiderman's office is devising a system to figure out which

colleges might be in danger, according to the deputy in charge of overseeing nonprofit organizations. Instead of waiting for a private institution to become dysfunctional before intervening, the attorney general wants to monitor enrollments, asset transfers, external audits, and other available data. If red flags appear, he can step in to make sure that the college's leaders are acting responsibly.

“We're still in the building pro-

cess of this,” said James G. Sheehan, who leads the New York attorney general's charities bureau, in an interview. “But the idea is you're going to do interventions based on some kind of front-end data-analytics process, instead of just the cases that come up.”

New York's two public-university systems enroll most college students in the state, but hundreds of thousands attend private colleges. Those institutions are major eco-



conomic engines, especially in smaller communities upstate, said Mr. Sheehan. So it's in the public interest to keep them healthy.

The state's Nonprofit Revitalization Act, which took effect last year, requires nonprofit organizations that handle a lot of money, such as colleges, to enlist a public accountant to audit their finances every year. The law empowers Mr. Schneiderman, a Democrat, to challenge certain transactions that are "not reasonable or in the best interests" of the institution.

The attorney general's office declined to offer details on how such data-driven interventions would work, and Mr. Sheehan played down the notion that the attorney general would become directly involved in managing New York's private colleges. The independent auditors will play a key role in making sure private-college boards are on point, said the charities-bureau chief, with his office keeping tabs.

"Part of our job," said Mr. Sheehan, "is to make sure that auditors are doing theirs."

#### HARD CHOICES, NO HINDSIGHT

Spotting vulnerable colleges is hardly a perfect science. And even when a crisis is at hand, some critics doubt that intervention by the state's attorney general is the right solution.

"I don't think the attorney general's office is going to be able to know enough, quickly enough, to be able to intervene in ways that are not cumbersome," said Richard Ekman, president of the Council of Independent Colleges, a private-colleges association based in Washington.

Intervening in an emergency can be necessary, but using the bully pulpit to second-guess the managerial moves of a private college's board is another matter, said Mr. Ekman.

"The attorney general can't possibly know as much about the trade-offs that an institution's president and trustees have to make," he said, "when they make a decision to make a particular investment."

Without the benefit of hindsight, critics say, state authorities don't know how to run colleges any better than boards and presidents do. In the case of Cooper Union, the deal brokered by the attorney general could actually make a bad situation worse, said William G. Bowen and Lawrence S. Bacow, a pair of former university presidents who have written extensively on leadership issues, in a recent essay for *The Chronicle*.

In order to resolve a lawsuit brought by a coalition of alumni, faculty members, and students, Mr. Schneiderman ordered Cooper Union to change the membership of its board to include two student representatives, along with four faculty members, one adjunct instructor, and one staff member. In addition, either the chair or vice chair of the board must be an alum.

Adding aggrieved stakeholders to the administration is a fine political gesture, but it could create gridlock at a time when boards need to act swiftly and decisively, wrote Mr. Bowen and Mr. Bacow. "Expanding the board to include

students, faculty, and staff may actually make it harder, not easier, to confront hard choices," they wrote.

Attorneys general have occasionally taken aim at corrupt leaders and fraudulent business practices at private colleges. Mr. Schneiderman's predecessor, Andrew M. Cuomo, now New York's governor, used the attorney general's office to bust dozens of colleges for pushing students toward certain lenders in exchange for what he described as "kickbacks." More recently, attorneys general across the country have collaborated to lower the boom on for-profit colleges in the name of consumer protection.

But the current anxiety about private colleges is not about new

players that are making too much money; it is about well-established institutions that are making too little.

#### STRIKING A BALANCE IN VIRGINIA

Sweet Briar College, in Virginia, outspent its revenue for decades before finally announcing, in March, that it would have to close. And yet nobody outside the college's Board of Directors seemed to see it coming — including Mark R. Herring, the state's attorney general.

Months later, after a group of alumnae organized to prevent the closure, Mr. Herring brokered a deal to allow the women's college to remain open under new leadership. But his involvement in saving Sweet

Briar was not preordained. At first Mr. Herring, a Democrat, said he would remain neutral.

That didn't last long. After the attorney general tried to discourage a legal fight to keep the college open, Sweet Briar's supporters slammed him. They said Mr. Herring's indifference to the fate of the 114-year-old women's college undermined the pro-woman platform on which he was supposedly planning to run for governor. (He has since announced that he will not seek the office anytime soon.)

Eventually Mr. Herring stepped in on the college's behalf. He coordinated a smooth handoff from the old administration to a new one, allowing the college to salvage its current academic year and avoid

the limbo of a drawn-out legal fight.

If Sweet Briar ends up closing anyway, the attorney general said he would have no regrets about having helped the college stay open. Yet Mr. Herring sees his role as limited when it comes to intervening in the affairs of private colleges.

"We may have to wait and see whether there is any different role for us than there has been," he told *The Chronicle*. In general, though, Mr. Herring said his office was more interested in enforcing law than in micromanaging institutions.

"There's a balance that has to be struck," he said. "I think it's important not to have the government come in and trying to run private colleges." ■

## NEW YORK INSTITUTE OF TECHNOLOGY

NYIT is an idea incubator—a zone of exploration where we promote new knowledge and entrepreneurship, take risks, reward creativity, breed innovation, and foster collaborative learning in partnership with industry and thought leaders.

**87%**  
*of*  
**NYIT GRADUATES  
GET JOBS  
IN THEIR FIELDS WITHIN SIX  
MONTHS OF GRADUATION.**

At NYIT, we make sure you succeed when you're in school and when you get out. Learn how you can build your success story at our undergraduate open houses on **October 18 (NYC) and October 25 (Long Island).**

- School of Architecture and Design
- School of Education
- School of Engineering and Computing Sciences
- School of Health Professions
- School of Management
- College of Arts and Sciences
- College of Osteopathic Medicine

[nyit.edu/success](http://nyit.edu/success)

**NYIT**



# Same-Sex Hiring Policies Polarize Some Christian Colleges

By KATE STOLTZFUS

LESS THAN a month after the U.S. Supreme Court legalized same-sex marriage nationwide, Eastern Mennonite University and Goshen College announced changes in their staffing policies: They would welcome married gay, lesbian, and transgender employees and provide them with benefits.

The move was significant because the institutions are the first members of the Council for Christian Colleges & Universities to add sexual orientation and gender identity to their nondiscrimination policies. They previously hired gay and lesbian employees who were celibate.

The decision to adopt a more welcoming stance revealed a broader debate within Christian higher education. Colleges “recognize this is an issue that isn’t going to go away,” said James E. Brenneman, Goshen’s president.

The Supreme Court’s decision and the shifting climate around same-sex marriage has given some colleges additional momentum to make what some view as long-needed changes. For others, it is cause to stand up more strongly for their religious principles. Mr. Brenneman said a minority of religious colleges regard marriage between a man and a woman as a “litmus test for one’s stated Christian principles.”

The policy shifts by Goshen and Eastern Mennonite exposed a disagreement within the council, of which both were members until last month. Union University, in Tennessee, and Oklahoma Wesleyan University withdrew from the council, and a few other colleges indicated they would also leave if Goshen and Eastern Mennonite remained — enough resistance that

## ADMINISTRATION

the latter two opted out instead. The episode raised the question of whether Christian colleges would continue to separate themselves along lines of belief as disagreements in practices continue.

## A CHANGING DEBATE

Until recently, many socially conservative institutions had a “don’t ask, don’t tell” approach when hiring, and “chose to interpret closeted homosexual faculty as heterosexual,” said H. Adam Ackley, a founder of Safety Net, an organization that works privately with lesbian, gay, bisexual, and transgender students and professors on Christian campuses. Some colleges will hire gay and lesbian instructors on the condition that they remain “nonpracticing,” or celibate. Other Christian institutions with policies that support same-sex

marriage insist that all faculty members, whether gay or straight, have sexual relations only within the confines of legal marriage.

Institutions already having conversations around acceptance got “a bump to go in that direction because they don’t want to deal with the legal hassle in straddling that fence anymore,” said Haven Herrin, executive director of Soulforce, which works for inclusion on Christian campuses.

Other Christian institutions, such as Belmont University, in Tennessee, fall outside of Christian higher-ed coalitions like the Council for Christian Colleges & Universities. The nondenominational institution added sexual orientation to its nondiscrimination policy in 2010 and offers benefits to married couples. “The Supreme Court didn’t change anything for us,” said Robert C. Fisher, Belmont’s president. “Before it was a matter of law, it was a matter of respect for all people.”

In contrast, other colleges now make long-held positions on same-sex marriage plain, by creating new policies or updating language in existing policies. For Union and Oklahoma Wesleyan, the scriptural view that marriage is between a man and a woman is a defining belief. Colleges can have different interpretations of Scripture, said Samuel W. (Dub) Oliver, Union’s president, but there is “adherence to God’s word that we think is essential to what we are doing as an institution.”

Cedarville University, in Ohio, says in its workplace standards that homosexuality and lesbianism are “acts of sexual immorality,” and that violations may lead to “immediate discharge.” Cedarville wants prospective employees to understand the university’s belief “in the authority of the Bible as God’s word,” said Thomas White, the president.

And while Baylor University removed an explicit ban on “homosexual acts” from its student policy on sexual misconduct in May, the university holds that “sexual intimacy be kept within marital fidelity,” with marriage traditionally defined by the Baptist Faith and Message of 1963.

For some conservative institutions, sensitivity to donors is a concern, said David S. Olsen, chair of communication studies at California State University at Los Angeles. Mr. Olsen, a Cedarville alumnus who works with Safety Net, said even subtle moves toward inclusion get “so much backlash from alumni, from donors, and from churches.”

Regardless of official policy, opinions vary across campuses, said Loren E. Swartzendruber, president of Eastern Mennonite. “It’s hard to say an institution has a particular position on these questions,” he said. “Donors, board, staff, and students could all feel differently.”

Freedom, said Everett Piper, Oklahoma Wesleyan’s president, implies the option “to choose what is right and wrong and to behave



PETER RINGENBERG

Goshen College recently changed its policies to welcome employees in same-sex marriages following the Supreme Court’s landmark decision. Others have been more restrained.

accordingly. The history of the liberal-arts academy is one that stands for academic liberty, with truth — not power, not politics — judging the debate.”

## DREAM JOB DERAILED

Gay, lesbian, and transgender professors, staff members, and administrators, as well as their allies, navigate spaces that are both increasingly tolerant and pushing back.

Cynthia A. Davis, an adjunct professor of English at Christopher Newport University, said she was dismissed last year from the interview process for a tenure-track position at a Bible college in North Carolina because of her support for gay and transgender rights. She was writing a book about intersexuality and was told that her views were not welcome, she said.

“I traded my dream job for my voice,” said Ms. Davis, who asked that the college remain nameless. “Religious universities have refocused on protecting ideologies and are motivated to put a stance in writing. It’s not just, Do you practice a certain lifestyle, but, Do you support someone who does?”

Mr. Ackley, of Safety Net, taught for 15 years in the theology department at Azusa Pacific University while living as a woman in a heterosexual marriage. But he agreed to leave the job in 2013 after coming out as a gay, transgender man. The university had no official statement on sexual orientation when Mr. Ackley arrived, in 1998 — he signed a general policy to adhere to a Christian standard of ethics — but when a stricter policy was drafted, in 2012, he could no longer stay silent. He now teaches at the University of Redlands but has struggled to find full-time employment.

Once a gay or transgender person in Christian education loses a job, Mr. Ackley said, “you can’t get letters of recommendation based on past work; you can’t get HR to confirm why you were fired; you can’t get course evaluations from previous students. You go back on the job market with no way to account for the last 15 years.”

In his work with Safety Net, Mr. Ackley helps people who are in similar positions. He is one of eight directors in five regions, mostly alumni or former employees of conservative Christian colleges, who provide

support to dozens of gay and transgender students, employees, and their supporters, including faculty members who have been fired.

Discrimination claims will rise as a result of the Supreme Court’s approval of same-sex marriage, predicts Douglas NeJaime, a professor at the University of California at Los Angeles School of Law, because marriage is a way of coming out to one’s employer. Since many states don’t have antidiscrimination laws for sexual orientation in employment — only 22 states protect sexual orientation, according to the American Civil Liberties Union, and 19 of those protect gender identity — religious colleges there have few legal obligations. As private employers, their tax-exempt status is safe, John Koskinen, commissioner of the Internal Revenue Service, said in July.

The question, Mr. NeJaime said, is whether employees have recourse after being fired. Repercussions are swifter and fiercer for faculty and administrators, said Haven Herrin of Soulforce, because they are closer “to the power structure of the organization’s policies and theologies.”

For Katherine R. Evans, an assistant professor of education who came out as queer during Eastern Mennonite’s discussions for change, the policy, as much as she appreciates it, is not about her: “I know that our previous unspoken policy prevented a lot of people from coming to work here and am thankful we can now advertise ourselves as a more inclusive community.”

Soulforce’s staff members have been arrested more than 150 times for visiting Christian campuses, often uninvited, to advocate for gay and transgender rights in religious education. Out of 19 colleges they visited in 2006, only two had support groups for gay and transgender students. Colleges would cancel classes or call the police when Soulforce representatives arrived. Now there are about 30 support groups, and no arrests in several years. “More and more, schools let us come,” Haven Herrin said. “We don’t want to get arrested. We bring a really useful conversation to campus.”

What that conversation will sound like in the years ahead remains to be seen. ■

*Editor’s note: Kate Stoltzfus, a Chronicle intern, is the daughter of a Goshen College professor.*

## Unanticipated Leadership Transitions?

### Immediate Interim Placements:

- President/Chancellor
- Provost/VPAA
- Chief Financial Officer
- Vice President for Enrollment Management
- Vice President for Advancement
- Vice President for Student Affairs
- Chief Human Resources Officers
- Deans of Professional Schools

Contact the Registry  
*for a Placement -*  
not a Search



**REGISTRY**  
for COLLEGE and UNIVERSITY  
PRESIDENTS

*The Gold Standard for Interim Placements™*

Three Centennial Drive, Suite 320, Peabody, MA 01960

Telephone: 978-532-4090

[www.registryinterim.com](http://www.registryinterim.com)



# Colleges Withhold Data on Race in Admissions, Briefs Say

By PETER SCHMIDT

WASHINGTON  
AS THE U.S. Supreme Court prepares to undertake its second close examination of race-conscious admissions at the University of Texas at Austin, several other public universities are being accused of trying to shield such affirmative-action practices from outside scrutiny.

Two briefs recently submitted

## LEGAL

to the court in the pending admissions-policy case, *Fisher v. University of Texas at Austin*, accuse long lists of public institutions of defying open-records laws by withholding requested documents that deal with their consideration of applicants' race.

"Our research indicates that universities are becoming steadily less transparent in making admissions data publicly available," says one of the briefs, filed by Richard H. Sander, a law professor at the University of California at Los Angeles who has worked extensively with other scholars critical of race-conscious admissions policies.

"What is impossible, without public-records request compliance, is to get a true sense of the landscape of what is happening nationally," Mr. Sander said in an interview last week.

In the other brief, signed by several organizations that oppose racial preferences in college admissions, the Center for Equal Opportunity says only two of 22 public universities complied with its open-records requests.

The group had asked for documents showing whether the universities considered research on any educational harm that race-conscious policies cause students with relatively weak academic credentials.

State affiliates of a separate group, the National Association of Scholars, report that the University of Connecticut and the University of Virginia rebuffed requests for documents showing they had considered alternatives to race-conscious admissions.

Officials at several of the public universities named in the two briefs defended their responses to the requests. They said they had produced the information that was covered by state open-records laws and not exempt for reasons such as student privacy.

"We take the confidentiality of our students, including prospective students, and their records very seriously," said Brian Whitson, a spokesman for the College of William & Mary, which had complied with a 2007 records request from Mr. Sander but rebuffed a similar request two years ago, telling him that Virginia's open-records law exempts records that could be used to identify individual students.

But the second brief says the failure of the records requests "demonstrates that universities nationwide continue to flout the court's limits on the use of race



MONICA ALMEIDA/THE NEW YORK TIMES

Richard H. Sander, a law professor at the U. of California (shown in 2006), argues in a brief before the U.S. Supreme Court that public universities are increasingly reluctant to reveal data about their admissions practices.

in admissions decisions."

The accusations come as the Supreme Court prepares, in a new review of the *Fisher* case (No. 14-981), to ensure such admissions policies hew to the law.

## AN ESCALATING BATTLE

The court previously took up the case just three years ago, holding in a 7-to-1 decision that lower federal courts had erred in approving the Texas flagship's race-conscious undergraduate admissions practices without strict enough judicial scrutiny.

Citing its last major rulings on race-conscious admissions, two 2003 decisions involving the University of Michigan at Ann Arbor, the court reiterated its position that colleges must show that any such practices are narrowly tailored to promote a compelling government interest in diversity on campus. To pass such a test, the practices must give no more weight than necessary to applicants' race or ethnicity, and must have been adopted only after serious consideration of race-neutral alternatives.

Public universities have long been accused of defying state open-records laws to conceal damaging information about such practices. The Center for Equal Opportunity, which has a history of using student data to accuse universities of illegal bias against white and Asian-American applicants, sued the University of Wisconsin system in 2000 over its claims that such records were covered by privacy laws. In 2002, the center prevailed. Three years ago, the law school at the University of Arkansas at Little Rock refused to provide one of its professors, Robert Steinbuch, with student data it claimed to be exempt from release under the Family Educational Rights and Privacy

Act. The university relented only after Arkansas' attorney general rejected its argument.

Mr. Sander began a battle to obtain law-school records from the University of California in 2011, suing in state court after it refused to provide the data. The university system ended up giving him much of the data he had sought as part of a legal settlement reached in March.

Dianne Klein, a spokeswoman for the university system, said in an email last week that the settlement contained details of how Mr. Sander will protect the identities of students. The settlement, she said,

**"Universities in the states that have banned the use of racial preferences are particularly uncooperative."**

"represents the responsible and careful approach" to protecting student privacy while complying with California's open-records law.

Over all, though, Mr. Sander's Supreme Court brief argues that universities have become "steadily less transparent in making admission data publicly available" in the wake of the court's 2013 *Fisher* decision. "We find in our surveys substantially more stonewalling over the past two years than we found eight years ago," he said in an interview last week.

## PRIVACY CONCERNS

Mr. Sander, an economist and professor of law, is perhaps best known for his research on the "mismatch" hypothesis, which holds

that minority students are set up for long-term academic and professional failure by the use of race-conscious admissions. His Supreme Court brief describes institutions' reactions to two distinct waves of open-records requests, the first sent out in 2007 and 2008, the second in 2013 and 2014.

The open-records requests of 2007-8 asked 43 flagship universities' undergraduate colleges, 46 other such public colleges, and 63 public law schools for data on the academic credentials, ethnicity, socioeconomic status, and athletic qualifications of applicants, and whether they were admitted or enrolled. Also requested were any indexes used by the institutions to summarize evaluations of applicants.

The 2013-14 requests to public higher-education institutions covered 33 flagships, 27 other undergraduate programs, and 27 law schools, and, in addition, 24 medical schools. Those requests sought comparable student data, along with more specific data related to students' socioeconomic backgrounds and documents related to the institutions' development of race-conscious admissions policies and their consideration of alternatives.

Mr. Sander's brief, and other records and letters that he provided *The Chronicle*, convey a marked decline in institutions' responsiveness to his requests. The proportion of replies that were fully responsive dropped from 60 percent to 27 percent among flagships, from 54 percent to 26 percent among other undergraduate colleges, and from 56 percent to 15 percent among law schools. Of the 24 medical schools covered in the second wave of letters, 14 ended up providing none of the information sought.

Although the two waves of records requests did not go out to exactly the same institutions, the lists of colleges and law schools substantially overlapped. Among the institutions that Mr. Sander characterized as responsive in the first go-round but not the second were Michigan State University and the law schools of the University of Michigan, Arizona State University, and the University of Arizona. Voters in both Arizona and Michigan have banned the use of racial preferences by public colleges and other state and local agencies.

"Universities in the states that have banned the use of racial preferences are particularly uncooperative," Mr. Sander said.

But the University of North Carolina at Chapel Hill, one of the institutions that stopped providing Mr. Sander the records he sought, said what had changed was simply the kind of data it had on hand. Jim Gregory, director of media relations, said that at the time of the first request his institution had already pulled together such data in a way that would keep students from being identified. When Mr. Sander submitted his 2013 request, however, the data on more recent cohorts of students existed only in a form that would make them identifiable, in violation of privacy laws. "Because we are not required to create records to satisfy public-records requests, we did not provide any data to him," Mr. Gregory said in an email.

Rather than denying information, some of the institutions that Mr. Sander classified as unresponsive had requested payments for it that he regarded as exorbitant. The University of Maryland at College Park estimated that it would need to charge more than \$32,000 to provide the records he had sought in 2013.

Crystal Brown, a spokeswoman for that institution, said in an email last week that the university "prides itself" on its responsiveness to public-records requests.

But Mr. Sander's request, she said, was exceptionally expansive. "The fee quoted to fulfill the request reflects the man hours required to manually review 21 data points across 50,000 applications," she said.

Among the records requests cited in the second brief, the Center for Equal Opportunity had asked colleges for records showing that they had considered the mismatch effect. The requests from state affiliates of the National Association of Scholars more generally asked for records related to race-conscious admission policies or the consideration of race-neutral alternatives.

When it comes to such requests, "schools have a lot of discretion; they can be more, or less, cooperative," said Roger Clegg, president of the Center for Equal Opportunity. Just because a college asserts that it is not required to hand over such information "doesn't mean that it is true," he said. But lawsuits to force the institutions' hands "are expensive and time-consuming." ■



# For Community Colleges, Big Risks, Limited Resources

By MARY ELLEN MCINTIRE  
AND ELLEN WEXLER

**T**HE VIOLENCE at Umpqua Community College this month was the worst mass shooting at a two-year college, a type of campus that typically has less security and mental-health resources than do four-year institutions.

A former president of the college, Joseph Olson, said that the campus

## CAMPUS SAFETY

had only one security guard, who is unarmed, and that the college relied otherwise on the local police force. That's not uncommon at small, rural colleges like Umpqua, in Roseburg, Ore., say campus-security experts.

Umpqua Community College could now find itself seeking broader mental-health services to support survivors and others within the community.

*The Chronicle* talked with campus-security and mental-health experts about the particular challenges that community colleges face.

**Q. How does campus security differ on a community college compared with other types of institutions?**

**A.** All colleges tend to plan their safety and security measures based on the types of challenges they typically face in their community, as well as on their limited resources, said William F. Taylor, who is president of the International Association of Campus Law Enforcement Administrators and chief of police at San Jacinto College, in Texas.

Mr. Taylor spoke this year with a group of community-college security directors in Seattle, and many told him they were the only person involved in safety and security on their campuses. It's a model probably shared by many small colleges, he said.

Even as more mass shootings have occurred in recent years, said Steven J. Healy, a co-founder of Margolis Healy & Associates, a campus-security consulting firm, there's a sense of "things like this don't happen here," he said. "We

have to accept that it can happen here. And if we accept that reality, what do we need to do?"

If a college does not have a large security presence on campus, it's important to have a strong partnership with the local police, Mr. Healy said.

**Q. What challenges do community colleges have in making sure the campus is a safe environment?**

**A.** The student body at a community college is often quite diverse in terms of age, socioeconomic status, and life experiences, said Gene Deisinger, a managing partner at Sigma Threat Management Associates, which does behavioral threat assessments and violence prevention.

Because many students and employees are on campus only part-time and many campuses aren't residential, it can be challenging to offer education and awareness programs to prepare for an emergency situation, he said.

That circumstance can also make it more difficult to quickly assess who should be on campus and who shouldn't, said Mr. Taylor. Many community colleges train faculty and staff members, who are more of a constant presence, in emergency response during mandatory orientation sessions.

**Q. How has campus security at community colleges changed since the Virginia Tech shootings, in 2007?**

**A.** The massacre at Virginia Tech put a focus on campus security, but the response by four-year colleges outpaced that of two-year colleges, said Jesus M. Villahermosa Jr., founder of the consulting firm Crisis Reality Training.

"When it's in your own umbrella, it hits home to you more personally, and so therefore you take action more quickly," he said.

Colleges nationwide set up mass notification systems and tried to determine the risk of a similar event on their campuses by conducting threat assessments, several experts said.



Ten people died and seven others were wounded this month by a gunman at Umpqua Community College, in Oregon.

MICHAEL SULLIVAN, THE NEWS-REVIEW, AP IMAGES

But many colleges purchase tools they think will help them respond to an emergency without considering the practical applications, Mr. Villahermosa said. For example, a college should have a recorded public-address announcement prepared in case of a campus lockdown, he said.

And sending mass notifications via text messages can be a problem if a rush of activity affects nearby cellphone towers, he added.

**Q. What do mental-health services look like at community colleges?**

**A.** Eighty-one percent of community colleges provide mental-health services, according to a 2014 survey by the American College Counseling Association.

But most of those institutions have only counselors — psychologists, social workers, even interns — who aren't trained in psychiatry. They can meet with students and help them with their mental-health needs, but cannot prescribe medication. Only 8 percent of community colleges offer on-site psychiatric care, compared with 58 percent of four-year institutions.

When medication is part of a student's treatment, said the association's president, Amy M. Len-

hart, who is a counselor at Collin County Community College, in Texas, "it may take longer for that student to get help."

When community colleges don't employ their own counselors, sometimes they offer outsourced services or can refer students to off-campus providers. But students' class schedules and other commitments may not allow them to take advantage of those services, Ms. Lenhart noted.

"It's hard enough sometimes for a student to reach out and ask for help," she said.

**Q. Do counselors at community colleges have the same responsibilities as those at four-year colleges?**

**A.** Actually, they tend to have more. Counselors at community colleges might also be academic advisers, career advisers, tutors, administrative staff members, or hold various other positions, unrelated to counseling.

Almost all community-college counselors — 99 percent — have regular duties apart from mental-health counseling, according to the association's survey. Community colleges don't always have the funds to properly staff their counseling centers, Ms. Lenhart said,

and counselors are usually expected to perform multiple roles.

"You might see somebody for academic advising and then may be expected to see them in a mental-health emergency," she said.

**Q. Do students at community colleges have different mental-health needs than those at four-year colleges?**

**A.** Community-college students don't usually live on the campus — and after an event like multiple shootings, where students live will help determine what kind of mental-health care they may need.

"On commuter campuses, getting people to campus to provide some kind of service is more of a challenge," said Susan Quinn, director of student health services at Santa

Rosa Junior College, in California. Students who live on the campus, she said, have more peer support and better access to mental-health resources.

**Q. What resources do community colleges have to help students after traumatizing events?**

**A.** Community colleges don't have all the mental-health resources that four-year colleges do, and sometimes they have to get creative.

Resource-strapped colleges can train members of the campus community to recognize and help those in distress, said Ms. Quinn. In responding to a crisis, she said, they can hold open forums. After September 11, 2001, Santa Rosa called a collegewide forum for students who wanted to talk about those events.

Some community colleges deal with resource shortages by employing unlicensed interns. At MiraCosta College, in California, one licensed marriage-and-family therapist supervises eight interns, said Marge Reyzer, coordinator of health services. But students are told upfront that they will be seeing interns, and employing more people allows more students to seek counseling. ■

## 'I Got Nobody': Scholars of Gun Violence Describe Their Lonely Battles

By ERIC KELDERMAN

**T**HE PAINFUL and predictable pattern has started all over again. A mass shooting at a college campus — this time, Umpqua Community College, in Oregon — followed by various accounts of the victims' violent end and speculation about the shooter's motive. Then the public and political debate, or what passes for debate, on a topic that divides the country deeply.

Most of the news-media focus is on the studied pronouncements of political candidates, but what about the voices of those who actually study the causes of — and possible solutions to — gun violence?

Philip J. Cook, of Duke Uni-

versity, and David Hemenway, of Harvard University, are two scholars who research the topic. While both take the long view that their work will eventually inform changes in gun-control policy, they also share frustration about the lack of scholarly attention to the topic and the sometimes vitriolic public response to their research.

*The Chronicle* spoke with both researchers. Below are edited excerpts of the conversations.

*Mr. Cook, a professor of public-policy studies and economics and sociology, says he began his study of gun violence in the mid-1970s. But his perspective has changed from that of a dispassionate researcher of raw data to someone who eval-*

*uates the successes and failures of public policy.*

If you go into this with a long time horizon, perhaps you can be content to be part of the discussion and laying the foundation with the hope that someday the window will open.

There is also a personal side to this, which is not just a question of whether the research is influential. It's also about, What does it mean to be exposed to the debate? One thing that seems to be true in my experience is that the pro-gun people always are very quick to write letters to the editor or to members of Congress about people like me who, they say, are biased or stupid.

It's an experience I haven't had in other areas, and that has been par-

ticularly painful, because advocates for moderate regulation do not necessarily see me as a friend or ally because some of my work undercuts their positions. So, I got nobody.

*Mr. Hemenway is a professor of health policy and director of Harvard's Injury Control Research Center. His 2006 book, Private Guns, Public Health, interprets gun violence from a public-health perspective.*

I'd say, in my academic career, I'm always looking for areas where I thought I could contribute a lot because it was underresearched. The problem is that there is a real reason these things are under-researched: Often there's no money or data, or there is a big pushback.

Given that we have so many guns and such a big problem, we need lots of research. It's so much easier to raise money for HIV research or obesity research, but guns is not easy to raise money for.

I wrote this book on success stories in injury and violence prevention ... and basically, all the successes, as far as I can tell, there have been people against them. The sanitation revolution — it's hard to believe that there were people against that. There are people against fluoridation and immunization, airbags and seat belts. You name it.

I'm actually much more optimistic about guns because there have been so many successes. Over time the world has been made safer in so many ways. ■



# People

## Emerging From the Pool

To stay fit for the challenges of being a college president, **Brian W. Casey** trains most mornings with the men's and women's swim teams at DePauw University. "You have to do whatever it takes to recharge your mind," he says.

Mr. Casey was the 1985 captain of the varsity swim team at the University of Notre Dame, where his specialty was the demanding 200-yard butterfly. He has led DePauw since 2008, and was recently named the next president of Colgate University, to begin in July.

While **Jill Harsin**, a professor of history, serves as Colgate's interim president, Mr. Casey is thinking about how his accomplishments in Greencastle, Ind., will translate to Colgate, in Hamilton, N.Y. At DePauw, he has created a strategic plan, directed a major rebuilding program, headed a successful fund-raising campaign, and set up centralized advising for internships, career planning, and graduate-school preparation.

Like DePauw, Colgate is "very aspirational," he says. Officials at Colgate "made it very clear that they are seeking to make it one of the pre-eminent liberal-arts institutions in the country" by attracting a more national and diverse student body, and by better linking intellectual and residential life.

Mr. Casey was Colgate's choice from a "deep and talented pool of candidates," says **Daniel B. Hurwitz**, chair of Colgate's Board of Trustees. In January, **Jeffrey Herbst** announced that he would conclude his Colgate presidency at the end of June this year; by August, Mr. Casey had been selected to replace him.

Mr. Hurwitz says a constant refrain that search-committee and board members heard about Mr. Casey was that not only was he "a proven, charismatic leader" but that "he has an unparalleled amount of energy" of the kind college presidencies demand.

Mr. Casey says his energy comes not just from his swimming but also from practicing a form of vitalizing intellectual laps. He studied philosophy and economics at Notre Dame and law at Stanford University. After beginning his career with a Wall Street law firm, he opted instead to earn a doctorate in history from Harvard.

As he began to progress in academic administration, holding posts at Harvard and Brown Universities, he made a bargain with himself. During his frequent airline trips on college business, he would devote outbound flights to reading university documents, but on return legs keep up with history, modern fiction, architecture and urban planning, and whatever else takes his fancy.

— PETER MONAGHAN

## The Greening of LA

Many conservationists would hesitate to leave the green of Seattle, but **Peter Kareiva**, the new director of the Institute of the Environment and Sustainability at the University of California at Los Angeles, believes the famously smoggy city provides opportunity to do the most good.

"Your typical conservation biologist wants to live in Montana or Wyoming or Colorado, and even your sustainability scientist wants to live in Portland or San Francisco or Seattle," says Mr. Kareiva, who was based in his home office in Seattle as he worked as lead scientist and then chief scientist at the Nature Conservancy for 13 years. "Those are very strong green cities,

but they don't reflect the way cities are growing up all over the world. Solving the problems in Los Angeles is going to be much better in terms of figuring out problems in the big new cities that are emerging in China, Latin America, Asia, and Africa."

Mr. Kareiva is realistic about potential downsides of the move, given that people warned him that a university would be "conservative, cumbersome, and full of bureaucracy." He was familiar with academe, having been a professor at Brown University and the University of Washington earlier in his career, and he braced himself for the culture shock of returning to that environment. "I find the social part of teams makes work fun and it makes work great, but academia is about the individual," he says. "I want to get the faculty to see past their own little star and realize it's nowhere near as much fun as being part of a really great team, but that's not going to be easy."

Still, he was drawn to UCLA because of its resources and the opportunity to work with different academics to create an interdisciplinary institute. Most scientists at the Nature Conservancy are biologists and ecologists, but "we need climate modelers, chemical engineers,



U. OF CALIFORNIA AT LOS ANGELES

Peter Kareiva

hydrologists, economists, and UCLA has all of these people," he says.

His first priorities: to increase science communication by investing in long-form journalism — and maybe even movies — produced by the institute, to serve as an adviser on the one-year research practicum that undergraduate students take, and to help launch a graduate program. He will also continue to play a role at the conservancy, serving as senior science adviser to its president and as chairman of its Science Cabinet.

Beyond that, he'll be studying Los Angeles itself: how it functions and struggles with the issue of sprawl.

"What I really want to do," Mr. Kareiva says, "is make Los Angeles a city that people want to come to for its environment, not just for the jobs and economy."

— ANGELA CHEN

## The Challenge of Growth

**Joan T.A. Gabel**, the University of South Carolina's new academic-affairs chief, sees the institution's continuing expansion as "a good problem to have."

That growth — in undergraduate enrollment, spending on popular degree programs, and public-private research partnerships — will also be one of the biggest challenges she will face in her new job, she says. "If you're not paying attention, you lose quality."

Ms. Gabel began her new post as executive vice president for academic affairs and provost



ART SMITH

Joan T.A. Gabel

in August, succeeding **Michael D. Amiridis**, who recently became chancellor of the University of Illinois at Chicago.

She joined the academic world about two decades ago, after earning a law degree and spending three years as a lawyer. She went on to hold full-time faculty and administrative roles at Georgia and Florida State Universities, and she then served as dean of the University of Missouri's Trulaske College of Business for five years.

While at Missouri, she says, she was "very involved in campus-level decision-making," serving on the chancellor's budget advisory committee and helping run cross-disciplinary faculty searches.

One of her primary responsibilities at South Carolina is overseeing Palmetto College, the institution's online bachelor's-degree-completion effort. The demand, she says, "has blown away expectations." From 2013 through 2014, says an annual report, Palmetto served 1,015 students, and more than 20 percent earned their degrees.

Another priority is On Your Time, a two-year-old program that restructures the academic calendar for students who want to attend classes year-round and finish degrees in less than four years. As more students enroll, Ms. Gabel says, she and other administrators will continue to tweak course offerings and schedules to "make sure we don't have an absence or redundancy."

There is evidence, she says, that many of the first students who took advantage of the program are on track for an early graduation.

— SARAH BROWN

## Boyer Award Winner

**Cathy N. Davidson**, a professor at the City University of New York Graduate Center and director of its Futures Initiative, is the winner of the sixth annual Ernest L. Boyer Award, which recognizes people who make significant contributions to higher education in the United States. New American Colleges and Universities, a consortium of selective small to midsize independent colleges, will present her with the award at the 2016 annual meeting of the Association of American Colleges & Universities.

She will deliver a lecture on how colleges can lead on equity, inclusion, and democratic renewal on the opening night of the meeting in Washington, D.C., on January 20. The Futures Initiative that she leads fosters the use of research to improve the teaching of undergraduates of all backgrounds throughout the City University of New York.

### OBITUARY

## Expert in Russian Dies

**Sophia Lubensky**, a professor emerita of Russian at the University at Albany, died on September 15. She was 80.

Ms. Lubensky began teaching at the university in 1977, a year after she had immigrated to the United States from the Soviet Union, and retired in 2007. A co-author of two Russian-language textbooks, she also compiled the *Russian-English Dictionary of Idioms*, which was first published by Random House in 1995 at a turn in U.S.-Russian relations. The dictionary, which was financed in part by the federal government, contains 13,000 Russian idioms and their English translations.

"There is nothing more important than the language," Ms. Lubensky said in a 1995 *New York Times* article. "Czars come and go. Presidents come and go. There are wars, there are famines. Language lives through it all."

— ANAIS STRICKLAND

Read more about people in *Gazette* on Page A29 or on Twitter at @rutthehammond. Submit

## What I'm Reading

### 'How Learning Works'

As a rookie college professor, I have often been jealous of my secondary- and primary-school counterparts. From 2010 on, as I completed an M.F.A. in creative writing and two teaching fellowships, and held a host of trial-by-fire adjunct positions across New York, New Jersey, and Connecticut, I put together a hodgepodge list of classroom what-to-dos. But I had no explanation for why I was doing the things on my list or how (if?) they would help students learn.

Enter *How Learning Works: Seven Research-Based Principles for Smart Teaching* by Susan A. Ambrose et al., a text assigned at a course-design academy that I attended at Pennsylvania State University's Schreyer Institute for Teaching Excellence. Research from hundreds of educational sources re-emerges in the authors' conversational presentation of seven original principles that explain what supports and hinders learning. Plug-and-play-style research-based strategies to use in the classroom accompany each principle.

Reading the book empowered and overwhelmed me. As I begin my sixth academic year, I feel better equipped to stand in front of the classroom and even more humbled by the monumental task that awaits me now that I know a fraction of what the best elementary- and high-school teachers do: how learning works.

*Keysha Whitaker is a lecturer in English at Pennsylvania State University-Berks, and host and executive producer of the podcast series Behind the Prose.*



Keysha Whitaker



# A Call for a National Conversation About Talent

JAMIE P. MERISOTIS, president and chief executive of the Lumina Foundation, spoke to *The Chronicle's* Goldie Blumenstyk about some of the changes in high-

## ON LEADERSHIP

er-education policy that he advocates in his recent book, *America Needs Talent: Attracting, Educating and Deploying the 21st-Century Workforce*. A video of the interview is at [chronicle.com](http://chronicle.com). A condensed and edited excerpt of the transcript follows.

**Q. The title of your book says America needs talent. You didn't say America needs education. Why did you frame it that way?**

**A.** Education is obviously critically important to our future as a country. But education and related

strategies like immigration, urban policy, and private-sector innovation are in service to a greater good here, which is the talent of our society.

The problem that we have in American society today is that we don't have enough talent to meet our economic and social goals.

**Q. This book includes some of your thoughts about opening the doors of immigration a bit. How do you think that message is going to be received?**

**A.** We have to treat immigration like an asset, not merely as a problem to be solved. It's true that we need to deal with things like border security. But the fact is, in the 20th century, immigration was a proactive part of our success as a country. The proportion of people who are entrepreneurs

who are immigrants is very high. Immigrants have contributed to our culture, to our society; they pay taxes; all those things.

We need to have a conversation about the talent that we get from immigration as a complement to our overall talent framework. We obviously have to grow most of the talent that we need through our education and other structures.

I advocate having a skills-based immigration model, as the Australians and Canadians do. If we don't have that conversation, if our national debate continues to be about simply putting up more fences and dealing with other border-security issues, we are going to miss out on the tremendous upside of enhancing our society through immigration.

**Q. In the book, you even talk about creating a Department of Talent.**

**A.** The idea here is to get greater efficiency by merging the U.S. Department of Education in its entirety with the Employment & Training Administration functions of the Department of Labor and the part of Homeland Security that deals with visas and other talent-recruitment strategies.

Having a Department of Talent could be a way of actually improving how the federal government meets society's needs. In other words, seeing the outcome as talent. It would be an important signal to our own work force. And it would also, I think, be an important signal to our international competitors that, in fact, we see talent as part of what makes us great as a country.

**Q. The notion that low-income and first-generation students should have more access to success in higher education is getting a lot more lip service these days. Do you think it's also getting real action?**

**A.** I don't. At a surface level, equity is a widely shared value, but we don't have the leadership or the political will to actually create the kind of change that we need. Improving educational attainment for Latinos, African-Americans, and low-income and first-generation populations needs to be a proactive, stated part of our educational goals.

Our work force and our democracy are enhanced as a result of those more diverse populations actually being educated. This is about our collective well-being, not about their success as individual populations.

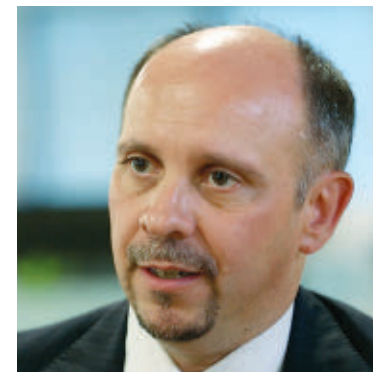
**Q. Is there something with the way this issue has been messaged up until now that you think doesn't capture that well enough?**

**A.** The failing of the social-justice message is that it hasn't been matched to the economic message. Our fastest-growing populations are Latinos, African-Americans, first-generation populations. We need to be thinking about them as us. It's our future, not their future.

**Q. Let's switch gears a little bit. I know the Lumina Foundation has taken a great deal of interest in this whole notion of trying to understand postsecondary-education credentials better and figuring out what are good ones and bad ones. Why do you think this is such an important topic?**

**A.** What you know and are able to do with whatever the credential may be is going to be increasingly important in our society because that demand for talent is really growing. The labor market rewards people with higher credentials, yet we don't actually know what they mean.

While higher education was busily doing its work, other types of credentials were being developed and implemented in our labor force. Those nondegree credentials are going to be a very important part of the national dialogue,



CHRONICLE PHOTOGRAPH BY JULIA SCHMALZ

Jamie P. Merisotis

particularly as technology changes how and where people learn. I think you're going to see a proliferation of credentials.

One of the things I mentioned in the book is that it's not inconceivable to think of cultural institutions like libraries and museums as potential credentialing agents. They have all of the raw material that we tend to think of when we think of learning environments.

What we should be talking about here is a broader ecosystem of postsecondary learning in the United States, one within which colleges and universities are a critical element but not the monopoly.

**Q. One of the things I've noticed in the debate about the future of higher education is that there's a big demand for education to be faster and cheaper and a little less discussion about the quality of education. Who's winning that fight? Is it the faster, cheaper crowd, or the quality crowd?**

**A.** I love the competition. I hope they both win. Higher education does take too long and is unaffordable for many of our learners. And we don't know enough about the quality of what people are learning.

The labor market is signaling increasing dissatisfaction with what it's getting and is looking for different ways to get the talent that it needs.

**Q. People who support competency-based education, which includes groups like the Lumina Foundation, seem to undervalue teaching. Do they?**

**A.** I hope not. Teaching is going to continue to be a critical part of how you learn for the foreseeable future. Superstar faculty have developed these competency-based learning models and found ways to implement them.

But the nature of teaching, the way the teacher delivers knowledge, is changing. In the K-12 environment, we saw teachers become the problem that had to be fixed. And so in the K-12 debate, what we are overwhelmingly still talking about is how we fix the teachers.

To me, that's the wrong question. The right question is what should our students know and be able to do? And how do we make sure that the teaching is as effective as it possibly can be to meet those outcomes?

American higher education and its faculty are well positioned to continue to contribute to that evolution of what's always been the case in American higher education, which is our ability to adapt to societal needs. ■

## Come build India's premier liberal arts university

We are looking for talented faculty across the liberal arts with a passion for research and a desire to shape India's brightest minds.

Open positions include:

- Abnormal / Clinical Psychology
- American Literature
- Anthropology and Sociology
- Biological Psychology
- Comparative Politics
- Computer Science
- Developmental Psychology
- Economics
- Ethics / Political Philosophy
- Film Studies
- History of Philosophy
- International Relations
- Medieval and Persianate History
- Mathematics
- Political Economy
- Postcolonial Literatures

Join us.



**ASHOKA**  
UNIVERSITY

[www.ashoka.edu.in/facultypositions](http://www.ashoka.edu.in/facultypositions)





# In Brief



## BIG PICTURE

See more online  
and on the iPad

Sarah Clements, a Georgetown U. student from Newtown, Conn., leads other protesters on Capitol Hill in calling on Congress to “finish the job” of reforming gun laws. The rally comes less than a week after 10 people died in a mass shooting at Umpqua Community College, in Oregon.

EVELYN HOCKSTEIN, THE WASHINGTON POST, GETTY IMAGES

Keep up with  
the latest news at  
**chronicle.com**

## FINANCIAL AID

### State Student Aid Ticks Up in Latest Annual Survey

Since the recent economic recession, states are continuing to put more money back into student aid, with need-based aid representing the larger share, according to an annual report released last week by the National Association of State Student Grant and Aid Programs.

The group's survey of state-sponsored student-aid programs for the 2013-14 academic year found that the amount states awarded to students increased by 1.6 percent, adjusted for inflation, to \$11.7 billion, compared with \$11.2 billion awarded the previous year.

Seventy-five percent of the undergraduate grant aid awarded by states was based fully or partly on need, roughly the same percentage as the previous year. Meanwhile, 85 percent of state aid came in the form of grants, and funds for undergraduate need-based grant aid increased about 5.8 percent, to \$7.4 billion.

## TENURE

### LSU Faculty Censures Officials for Firing Profanity-Prone Prof

Louisiana State University's Faculty Senate voted overwhelmingly last week to censure three top administrators over their dismissal of a tenured professor accused of creating a hostile environment in the classroom with obscene language and sexually explicit jokes.

The Faculty Senate voted, 39 to 5, to censure F. King Alexander, the president; Stuart R. Bell, the provost; and Damon Andrew, dean of the College of Human Sciences and Education, for the June dismissal of Teresa K. Buchanan, a tenured associate professor of curriculum and instruction. The censure resolution accuses the administrators of violating academic principles related to tenure, faculty governance, and due process by firing Ms. Buchanan for misconduct after a faculty panel

concluded that her removal was unwarranted and her case had been mishandled.

The administration responded to the vote in a statement that said the Faculty Senate's members “simply don't have all the facts in this case.”

## ADMISSIONS

### Colleges to Stop Asking Applicants Where Else They Are Applying

Colleges soon must stop asking prospective students where else they are applying on admissions applications, according to ethical guidelines approved this month at the annual meeting of the National Association for College Admission Counseling.

The group revised its “mandatory practices” to forbid member colleges to include the question in formal, written communications with students. The new policy says colleges must “not ask candidates, their schools, their counselors, or others to list or rank their college or university preferences on applications or other documents.” The change, effective next year, will apply to the recruitment of students applying to enroll in the fall of 2017. It also applies to communications with admitted students and those placed on wait lists.

“It was refreshing to see colleges and universities willing to sacrifice a key data point in the interest of doing what is best for students,” said Todd Rinehart, director of admissions at the University of Denver. “Students ... will no longer have to strategize when submitting applications or responding to surveys.”

## CREDENTIALS

### MIT Unveils ‘MicroMaster’s,’ With Degree Earned Partly Online

The Massachusetts Institute of Technology will begin allowing students to earn half of a master's degree through online courses, then cap it off with a single semester on the cam-

pus. The university's president, L. Rafael Reif, announced the pilot program last week.

In the program, any online student who completes the first-semester courses in MIT's supply-chain-management master's program, earning good grades and passing a “comprehensive proctored examination,” will have a leg up in gaining admission to finish the program in a single semester on the campus.

MIT says the program sets the stage for “a new academic credential for the digital age” — the “MicroMaster's,” which refers to the first half of the master's program, completed online.

## ATHLETICS

### Louisville Is Said to Have Plied Basketball Recruits With Women

A top athletics official at the University of Louisville paid strippers and prostitutes to provide sexual services to prime recruits for the men's basketball team in hopes of persuading them to enroll, according to a new book.

The book, *Breaking Cardinal Rules: Basketball and the Escort Queen*, is by Katina Powell, a stripper and escort in Louisville who describes her experiences, citing hundreds of journal entries and thousands of text messages, with the help of a ghostwriter. “I felt like I was part of the recruitment team. A lot of them players went to Louisville because of me,” she says in the book.

The allegations have prompted an internal investigation at the university. During the years described in the book, 2010 to 2014, the men's basketball team played in two Final Fours and won a national title.

“The university was shocked to hear of the allegations,” it said in a statement. “The University of Louisville will continue its review in full cooperation and coordination with the NCAA and, if warranted, take any appropriate action. The allegations have been taken very seriously. In no way would anyone at this institution condone the alleged activities.”



# Missed Classes, a Changed Grade, and One Disillusioned Adviser

By BRAD WOLVERTON

LOS ANGELES

**W**ILL COLLIER was in a bind. A few days before Christmas last year, the academic coordinator for men's basketball at the University of California at Los Angeles learned that a highly touted player might have to sit out the rest of the season because of an inadequate grade.

The Bruins had already lost three star players last year to the National Basketball Association. The latest news would only complicate the challenges for head coach Steve Alford, who was entering his second season.

Mr. Collier, 33, who had just completed his first year on the job, contacted Duane Broussard, an assistant coach and the team's academic liaison. The player, Mr. Collier explained, had received a C-minus in a commu-

nications class but needed a B to participate in team activities. The assistant coach, according to Mr. Collier, proposed a plan: Approach the professor about changing the player's grade.

That wasn't the reaction Mr. Collier had expected, not at UCLA, whose storied tradition and reputation for high academic standards he had long revered. When he took the job here, he was aware that the university, like many others, admitted players with academic deficiencies. But he believed that, with the right motivation and support, he could help them succeed.

A former scholarship athlete who had struggled in school himself, Mr. Collier could relate to students who had trouble reading and writing. He cleared a spot in his office for players to study, and he hired a high-school teacher to help them improve their reading and comprehension skills. He understood that basketball was the main draw for many players, but he encouraged them to think about their career ambitions beyond the sport.

The coach's request brought him up short. "I didn't want to be associated with it," he says. "It's not what I got into this for."

InFocus

ATHLETICS



Academic advisers like Mr. Collier are an essential part of the athletic enterprise, but they have largely thankless jobs. The pay is low, the hours are long, and the stress of keeping players eligible has led to rapid turnover in the profession. If teams don't meet the academic requirements of the National Collegiate Athletic Association, or if programs break rules to keep players eligible, academic advisers are often the first to go.

Many forces work against them. The careers of most coaches hang on wins and losses, not graduation rates. Faculty members are evaluated on teaching and research, not helping the athletic department. And many players view anything that doesn't involve a bouncing ball as an obstacle on their path to NBA riches.

UCLA expects more of its students. The university's academic-support staff emphasizes the need for all players to be self-sufficient learners, but during his time there, Mr. Collier says, the message did not always get through. As a key go-between, he sought to confront academic problems directly. He met with the dean of students' office to answer questions about players' academic troubles. He produced regular reports for coaches about disciplinary issues, including notices that players had skipped classes and academic-support sessions and had made disparaging comments about the faculty. But Mr. Collier says he had trouble getting the coaches' attention.

That is not how the university sees it. Christina A. Rivera, who oversees the 16-person academic-support unit and who was Mr. Collier's direct supervisor, says that, while UCLA's players have made mistakes, its coaches take academics seriously and have never breached academic protocol. "We never feel pressure; this is a special





DAVID ZENTZ FOR THE CHRONICLE

Will Collier left his job as an academic coordinator for UCLA men's basketball after being asked to persuade a professor to change a player's grade, he says: "It's not what I got into this for."

place," she says. "I wouldn't work here if I did."

Mr. Broussard denies encouraging a grade change. "To insinuate that I would pressure anyone to do something unethical or not follow policy is, quite frankly, insulting and just flat wrong," he said in a written statement to *The Chronicle*.

As for Mr. Collier, he decided to leave UCLA in January. He spoke with *The Chronicle* about his experience, sharing emails and documents that detail a grade change and allegations of academic misconduct. They provide a rare window into big-time athletics and the challenge of keeping players eligible while maintaining academic integrity.

At a time when college athletes have enrolled in fake classes, taken online courses in which someone else did their work, and participated in other fraudulent schemes, the problems at UCLA might seem small. But they illustrate how charged the relationship between athletics and academics has become, even at a place that has held itself above the fray.

UCLA officials deny having such problems; the university's record in this case, they say, is unblemished. It is Mr. Collier's story, they say, that is flawed. UCLA has sought to discred-

it Mr. Collier, saying he was incompetent and that his inattention to detail led to a series of errors during his 16 months on the job. University officials say he was careless with records, inflexible with students, and unable to build trust with coaches.

But he was never placed on disciplinary probation. Upon his resignation, he received a positive letter of recommendation from Mike Casillas, director of student-athlete counseling, with whom he worked closely.

In his letter, Mr. Casillas described Mr. Collier as quick to learn, thorough, and a good communicator. "The energy and enthusiasm that he brings to work each and every day is contagious and the entire staff and students welcome and appreciate it," wrote Mr. Casillas, a longtime UCLA staff member who was on the committee that hired Mr. Collier. (The university says that Mr. Casillas wasn't informed about his problems.)

In response to allegations that Mr. Collier planned to make in this article, the university sent him a cease-and-desist letter. It demanded that he halt disclosure of student data and turn over the student records in his possession. The university also sent a cease-and-de-

sist letter to *The Chronicle*, cautioning against publishing information obtained from confidential educational records.

**G**ROWING UP, Mr. Collier found that his passion for sports often got in the way of his studies. But his parents, both educators, would not tolerate his falling behind. One day in seventh grade, he says, his father asked him to read a newspaper story aloud. His parents were surprised at how much trouble he had. They insisted that he quit the basketball team.

As a student, he sometimes had to read sentences three or four times to understand them and once used a dictation program to help him write. He went on to get an undergraduate degree at Southern University, in Louisiana, and a master's in work-force development at the University of Arkansas at Fayetteville. If he could overcome his deficiencies, he knew he could help others do the same. For much of his life, he had watched fellow African-American athletes struggle in school. At UCLA he found that many players were clearly capable intellectually. The problem was the people sur-

*Continued on Following Page*





RICK BOWMER, AP IMAGES

Duane Broussard, an assistant coach (center, behind the head coach, Steve Alford), denies having asked Will Collier to get a player's grade changed. The allegation is "insulting and just flat wrong," he says.

*Continued From Preceding Page*  
rounding them. Unlike his parents, he says, the people close to many elite players often fail to hold them accountable.

"I didn't have a single dumb athlete" at UCLA, he says. "Unprepared? Yes. But the stigma on campus that these guys were dumb and didn't care was just not fair."

He knew that many players hoped to use UCLA as a springboard to the NBA, but he challenged them to do more than train their bodies. He brought up Jackie Robinson, who played four sports here before breaking the color barrier in baseball, to illustrate how UCLA has prepared students to do great things. He embraced the philosophies of John Wooden, the revered UCLA basketball coach who won 10 national titles and who developed the "pyramid of success," a set of principles designed to teach character.

Mr. Wooden viewed himself as a teacher as much as a coach, and his philosophies, which stressed such values as hard work and self-control, permeate the university. His lessons on leadership are distilled on banners that sur-

round the athletics facility named after him. And his work, which included more than a dozen books, is referenced in classes here. Mr. Wooden's success — at one point he won seven straight NCAA titles — and the ideals he espoused have bred what some observers call a culture of exceptionalism on campus.

Today, 40 years after Mr. Wooden's retirement, a key goal of UCLA's academic-support staff is to develop self-sufficient students. The concept is highlighted in the department's mission statement, and Ms. Rivera, associate athletic director for academic and student services, says she spends time during player orientation explaining its importance.

According to its mission statement, the job of

UCLA's academic-support unit is to promote a "healthy balance between academics and athletics ... setting forth the ethical standards of integrity, excellence, accountability, respect, and service."

**D**URING MR. Collier's time at UCLA, one problem he encountered was lack of attendance, at classes and at academic-advising appointments, according to advising records he kept. He shared them with *The Chronicle* on the condition that play-

ers' names not be used. Without those building blocks, Mr. Collier says, serious academic problems weren't far behind. In one six-week stretch last season, one player missed five mandatory academic-support appointments and was an hour or so late to two others, the records show.

When the player did show up for academic support, he was sometimes unprepared. On at least two occasions, he didn't bring any books or class material, and spent most of his time texting.

One day a mentor who worked for Mr. Collier asked the player how his courses were going and encouraged him to check his grades online. He refused.

"When I asked him if he had gotten any feedback on his Af-Am midterm," his mentor wrote in a record of the session, "he said, 'Nah, my professor said I'm Gucci.'"

Another day, a different player showed up in the academic-support unit wearing a teammate's backpack. He had already been to two classes but hadn't noticed that he had the wrong books.

The team had a number of students who earned B averages and above. But several players had problems meeting basic academic requirements. One athlete made several mistakes in a document he had prepared for a speech class, his mentor wrote, and had to be taught the "importance of capitalizing the first letter of names, places, and dates."

University officials question the reliability of Mr. Collier and his data. For example, they say the capitalization errors occurred only in notes used for a presentation, not in anything that had to be turned in. UCLA officials also point-

**"I remember telling Will how incredibly important it was that he should take a stand."**



## “I didn’t have a single dumb athlete. ... Unprepared? Yes. But the stigma on campus that these guys were dumb and didn’t care was just not fair.”

ed to a time when Mr. Collier gave Ms. Rivera an inaccurate account of a player’s mentoring session and another time when, they say, he failed to give coaches timely information about exams that had to be proctored on a trip. Other times, they say, he failed to notify players of academic-support appointments, and they argued that some of the players’ absences were actually Mr. Collier’s fault. (He acknowledges an occasional miscommunication, but disputes that the attendance problems were anyone’s but the players’.)

University officials also say that the academic advisers’ notes were stored in a Google document that Mr. Collier created, and that the information should not be trusted. But two former UCLA mentors who worked with Mr. Collier confirmed that they had access to the file and entered the data themselves, putting their initials beside their write-ups.

**A**T FIRST Mr. Collier was confident that he could help get players on the right path, and that the coaches would be his allies. He informed the coaching staff about the problems he saw, sharing details in weekly emails to Mr. Broussard. In a memo Mr. Collier sent the basketball staff in February 2014, he noted that the team’s players had missed 17 class days during the winter quarter, more than one-third of the term. (The university doesn’t dispute the absences but says they totaled 16 days.)

Professors were refusing to provide valid excuses for games, he wrote, and the travel schedule had “greatly reduced” course options.

“Is it possible to practice at the competition venue after arrival versus practicing prior to departure?” he suggested. “This would at least allow the guys to attend their morning classes.”

Mr. Collier says the coaching staff never changed the practice policy. Ms. Rivera acknowledges that there were times the team practiced before trips, but the university, she adds, is “very conscientious” about missed class time. This year, she says, the team has reduced its planned time away from campus by more than 25 percent, reflecting a desire to put less of a burden on students.

But during the season, basketball takes up much of the afternoons. That prevented academic advisers from holding many study sessions until after dinner, Mr. Collier says, when students were often too tired to pay attention. Mr. Collier says he asked the coaches to adjust the schedule but could not persuade them to change it.

Among basketball coaches, Mr. Alford is considered a good guy to work for. He gives his assistants autonomy and has retained them as he’s moved up the ranks. He delegates day-to-day academic responsibilities to Mr. Broussard, but he is involved in high-level conversations about academic matters. In an email Mr. Alford sent to Mr. Collier in April 2014 that the university shared with *The Chronicle*, he wrote, “Just make sure all of our guys are doing what they are suppose to. I’ve said it enough to you and the rest of academics all players should have a target Gpa of 2.6 anything below that is unacceptable, period!” (Through a university spokesman, Mr. Alford declined an interview request, saying he could not talk about student records.)

At one point, coaches kept a player out of practice for two weeks so he could spend more time with academic advisers. Another time, they made the entire team run extra during practice because a few players had missed academic appointments. The punishment, Mr. Collier told Ms. Rivera in an email last year, helped curb attendance problems.

But Mr. Alford’s distance from daily academic issues, Mr. Collier says, meant that little problems sometimes snowballed, putting more pressure on academic advisers to “make miracles.” When they couldn’t, or when players faced the possibility of losing their NCAA eligibility, Mr. Alford would sometimes blame the academic counselors, Mr. Collier says.

Kenny Donaldson, the team’s academic coordinator from 2003 to 2013, including the first six months of Mr. Alford’s tenure, says academic advisers sometimes feel that they are held responsible when players fail to meet their academic obligations. “Coaches may not necessarily say that, but it’s the feeling you get,” says Mr. Donaldson, who left the job when his wife took a position in another state.

Mr. Collier, he says, wanted Mr. Alford to back him up whenever he raised concerns. But that level of trust, Mr. Donaldson says, takes time to build with coaches. “I don’t think it’s a fault of Will’s or a fault of Coach Alford’s,” he says. “I just don’t think they ever got on the same page.”

**U**CLA MEN’S basketball players were accused of academic violations at least three times during Mr. Collier’s 16-month tenure. One time a professor spotted two sets of handwriting on a midterm a player had turned in, according to an email Mr. Collier showed *The Chronicle*. Another time an instructor questioned the progress the same player had made on a paper, asking to see a draft. The player said his previous versions were on his computer, but when he tried to show Mr. Collier his work he couldn’t find it. The student later claimed that he must have written over the draft, but academic advisers could not verify that.

The instructor reported the case to the dean of students’ office, which found that the player could not substantiate the improvements that were made in his work. His penalty: a one-term suspension from the university.

Another time, a different player was asked to explain the contents of a paper. The dean of students’ office found him responsible for plagiarism. He, too, was suspended from the university.

Both suspensions happened during the summer, allowing the players to get back on the court the following season. Neither incident led to NCAA sanctions, Ms. Rivera says, as the university did not find any institutional complicity in the cheating.

As part of their suspensions, Mr. Collier says, both players had to write a short paper reflecting on what they had learned. Mr. Collier provided *The Chronicle* with a copy of one of the papers, in which the author claims he was discriminated against.

“African-American athlete paper is the only paper taken up in a class of 20 very weird to me but it was perceived as normal,” the student wrote.

In his paper, the player criticized Mr. Col-

lier, saying that the incident “could have been settled when I asked my academic advisor to drop my class thinking that my advisor would act as an adult.”

He also had harsh words for the instructor: “I’m not aware of the teacher’s name who reported me,” he wrote. “I tend to often forget names of people with no importance.”

One lesson he learned: “It really has helped me understand how much my coaches fight for me and really have my back,” the player wrote. “Sad to say they are the only ones at UCLA who do.”

Mr. Collier says he asked the coaches if he could read the paper before it was submitted, and urged them not to let the player turn it in. The player eventually wrote a paper that was more contrite.

**A**T THE beginning of the fall quarter, just over a year since Mr. Collier had started his job, he and Ms. Rivera met with the coaching staff and the student who had plagiarized. To Mr. Collier, the gathering offered coaches a chance to keep the academic pressure on a player with a pattern of problems.

But he quickly realized that this was not their intention. Before the meeting started, the coaches told him that they had lost contact with the player during the summer and worried that he might transfer. The last thing they wanted, they told Mr. Collier, was to anger him.

During the meeting, Mr. Alford flipped through advising records that described multiple missed classes and academic-support sessions. Mr. Collier says the coach soft-pedaled the problems, telling the student he needed to “clean up” his academics. But the coaches did not make him sit him out any games, a punishment that Mr. Collier felt would have sent a more serious message about academics. (UCLA declined to make any students available for comment.)

Ms. Rivera had a different takeaway. She felt that the meeting was “extremely productive” and that the student left understanding the severity of his academic situation. She says both she and Mr. Alford emphasized that the player must start making serious changes in his academic behavior or risk further penalties.

Mr. Collier, however, was so distraught with the outcome and the tensions he felt in the room that he called his pastor for advice. The pastor, Caleb Kaltenbach, says he spoke with Mr. Collier several times last year about his concerns with the coaches. The pastor says he asked Mr. Collier: If you’re in an environment where you’re not feeling supported, what purpose are you serving?

Mr. Kaltenbach says he knew Mr. Wooden, who was a member of his previous church. Based on what Mr. Collier said about the current coaches, he says, they had not demonstrated the same leadership as the legendary UCLA coach. “I remember telling Will how incredibly important it was that he should take a stand, and he was in good company with people I knew like Coach Wooden, who stood for the right things when no one else was willing to stand.”

By that point, all Mr. Collier wanted was for players to show up for their appointments and

*Continued on Following Page*



## “Nobody asks the coach at UCLA, ‘How are your kids doing academically?’ They ask, ‘Do you think you’ll make it to the championship this year?’”

*Continued From Preceding Page*

be courteous to the staff. He was beyond expecting self-sufficient learners.

Michelle Strausman, who served as an academic mentor for the men’s basketball team last season, says she worked with players who missed tutoring sessions or did not show up prepared to work. She grew frustrated that Mr. Broussard did not appear to step in.

“I don’t know if he appreciated my concerns I would share to Will,” says Ms. Strausman, now an admissions counselor at Stanford University.

“Will’s incentives and priorities were understandably very different and at odds with the coaches,” she says. “I don’t know if it was because they didn’t care, but it’s not how they’re evaluated by the community.”

“Nobody asks the coach at UCLA, ‘How are your kids doing academically?’” she adds. “They ask, ‘Do you think you’ll make it to the championship this year?’”

**L**AST DECEMBER, Mr. Collier reached a breaking point. A student who had missed a high number of classes that quarter had received a letter grade lower than he needed in a communications course, leaving him ineligible for the team.

After hearing the news, Mr. Collier informed Mr. Broussard. According to Mr. Collier, the assistant coach wanted him to get the grade changed before Mr. Alford found out.

Mr. Collier refused. If the student wanted a different grade, Mr. Collier told the coach, he would have to request it himself.

In his statement, Mr. Broussard denied pressuring Mr. Collier to push for a grade change, saying that it was his “responsibility to maintain an open line of communication with our academic advisors, make sure our young men are being attentive to their studies and

double, even triple, check with academics to find out if they need our coaching staff’s help holding guys accountable.

“When you consider that we’re largely dealing with teenagers, a group still learning how to make the right decisions — decisions that can seriously impact their lives today, tomorrow and 10 years from now,” he added, “I would hope everyone involved with our program feels the pressure that comes with having these young men under our watch.”

According to UCLA policy, coaches are prohibited from contacting instructors. Members of the academic-support staff may not discuss or imply details about a player’s academic standing or encourage athletes to seek a grade change or an incomplete in a class. Grade decisions, the policy says, are “solely at the discretion of the professor.”

The day before Christmas, the professor emailed Mr. Casillas, director of student-athlete counseling, to say that he planned to give the player a chance to provide valid excuses for his absences. If the player could do so, the professor wrote, he would consider changing the grade.

“I want to preserve the academic integrity of the class; be fair to the other students who took the course; and use this situation as a valuable, helpful experience” for the player, the professor wrote. (To protect the identity of the student, *The Chronicle* is not identifying the professor.)

On December 28, the professor emailed to say that he and the player had come to an agreement. “He will attend six classes, actively participating in class discussions in Winter, 2015; and will make a five-minute oral presentation on a John Wooden speech,” the professor wrote. By successfully completing those requirements, the professor said, the player would earn a B in his fall 2014 class.

In an interview, the professor said that the player contacted him on his own and explained that he had a medical problem that had prevented him from attending class. The professor says he felt comfortable with the excuse given by the player, who he says fulfilled his commitments the next quarter.

At the time, the professor believed that he handled the situation appropriately. But in retrospect, he says, he wishes that he had given the player an incomplete. “If I had done that,” he says, “we wouldn’t even be talking.”

According to UCLA policy, there are only two reasons that a student’s grade may be changed: a miscalculation or an administrative error. Any time an athlete’s grade is changed, it must be reviewed by the faculty athletics representative to ensure that the athlete did not receive a benefit that is not available to other students. In this case, the university determined that the change happened in accordance with policy, Ms. Rivera says, and the player was reinstated.

Mr. Collier was stunned: A professor allowed a player to make up coursework during a subsequent term, letting him earn a grade for work he had not yet done.

**A**FTER THAT, Mr. Collier told Ms. Rivera that he planned to look for other opportunities, and he began applying for jobs outside of athletics.

Just before the new year, Ms. Rivera emailed Mr. Collier, acknowledging that the fall season had been particularly difficult for him and that he needed a “well-deserved break.” As he looked to get out, she turned over his men’s-basketball responsibilities to another staff member.

“I also want the rest of your time at UCLA to be positive, emotionally and professionally, and I think that continuing to work with men’s basketball will continue to take an emotional toll on you, especially since I do not see the coaching staff changing their ways,” she wrote. “Focusing solely on women’s basketball will provide you with an opportunity to not participate in such an unhealthy environment and allow you to continue to make a real difference with a team that is more receptive and willing to engage academically.”

In mid-January, Mr. Collier landed a management job in a different field, and he put in his notice.

“It is clear to me that I will not be able to resolve my differences with Coach Alford’s approach to education,” he wrote to Ms. Rivera. “These conflicts have affected my ability to manage my responsibilities and have left me feeling uncertain about my future in college athletics.”

In a questionnaire given to departing employees, Mr. Collier elaborated on his concerns. Although he had respect for the academic-services staff, he wrote, he had expected more of UCLA.

“I really thought I could do something special there,” he says now. “I try not to think about it too much, but there’s a part of me that feels like I’m not really using my talents. I want to be someone who uses his talents with the people who need it the most.” ■

The academic-support program at UCLA is influenced by the legacy of John Wooden, a revered coach who promoted the values of hard work and integrity.



RICH CLARKSON, SPORTS ILLUSTRATED, GETTY IMAGES



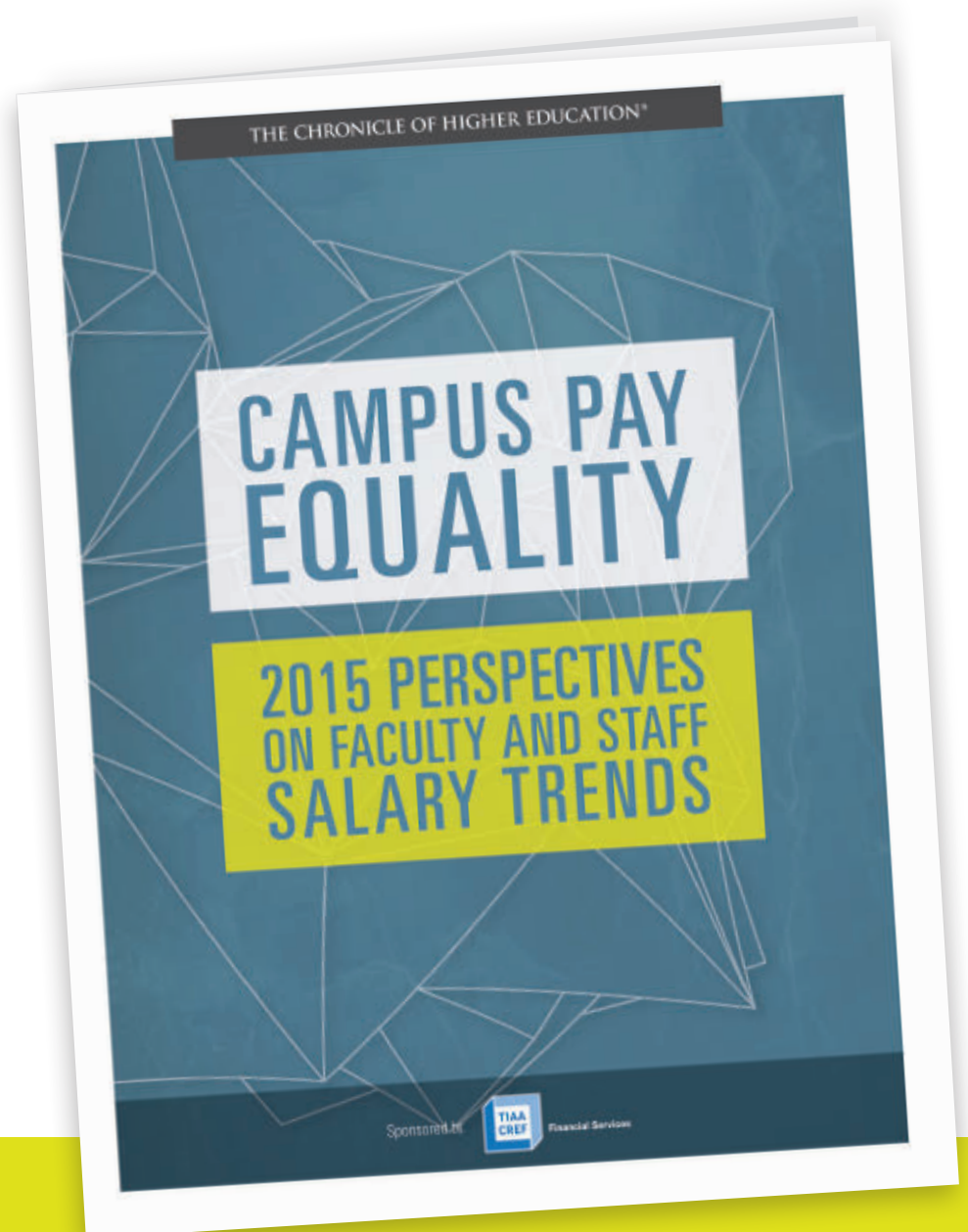
THE CHRONICLE OF HIGHER EDUCATION®

# THE CAMPUS PAY DEBATE

From paltry stipends, to unionization, to the income gap on campus, there is plenty to scrutinize when it comes to what academics and administrators are paid.

Download The Chronicle's exclusive compilation of articles on salary trends in higher ed to learn a variety of perspectives on topics such as:

- What universities are doing to narrow the pay gap
- Whether there is a link between salaries and increased tuition
- How colleges are providing better working conditions for professors



DOWNLOAD THE BOOKLET

[Chronicle.com/CampusPayEquality](http://Chronicle.com/CampusPayEquality)

Sponsored by:



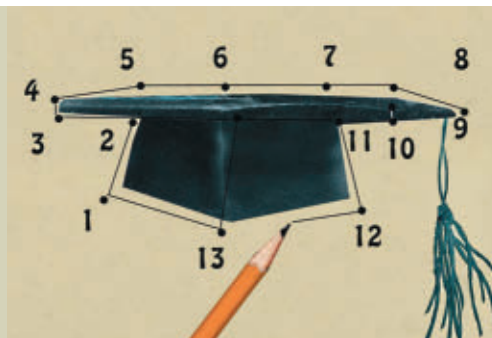
Financial Services



# Views

Stop Resisting a 2-Tier System A28

Next Secretary of Education Must Respect  
Academe's Complexity A60



## The Gravest Threat to Colleges Comes From Within

SCOTT A. BASS  
and MARY L. CLARK

**W**E ARE experiencing one of the greatest threats to the university as we know it. It is not about enrollments, revenues, regulation, rankings, or leadership. It is about the ability to engage in unfettered debate at American colleges. It is about the assurance of intellectual freedom, about what can and cannot be discussed.

Colleges face criticism from students and others uncomfortable with the points of view expressed in the classroom and by individual faculty members. Provocative art, revealing films, graphic literary portrayals, and controversial speech are understandably uncomfortable for those who find such work contrary to their beliefs. Yet it is this type of work — controversial at times — that has enlightened the world.

Throughout history, colleges have been sites for the creation of knowledge and its dissemination to new generations. The creative spirit of the scholars in higher education, along with the protection afforded by academic freedom, has ensured innovation. Basic research that appears to have little practical application has helped cure disease, led to breakthroughs in science, and fostered understanding of the world. Presentation of counterculture perspectives, art, and literature has contributed to the next generation of leaders' understanding of social and political movements. Disclosures of business and government practices have increased transparency and improved quality of products and services.

Many of the things we take for granted were once controversial, even heretical. Political dissent in the 1950s, which created a climate of fear for professors, serves as a not-too-distant example. Yet a key tenet of college has been the freedom to pursue novel questions. In the mid-12th century, the University of Bologna originated the concept of academic freedom such that scholars could pursue inquiry without risk of persecution. With 900 years of tradition, academic freedom is something to cherish and protect.

**O**UR NEWEST and greatest threat, however, comes not from external pressures, but from inside the university itself. Around the country, students have been rebelling against certain assignments, topics, or speakers. Some students object to material presented and readings assigned, asserting that assignments are upsetting, triggering anxieties or violating personal beliefs. After all, some argue, they are paying for the experience and should have a say in what they are exposed to and taught.

Colleges have taken pride in building more-diverse communities as a way for students to learn from one another in a safe space. Yet rather than being a place where divergent points of view are discussed and debated, the campus is increasingly becoming a site of tension and acrimony, resulting in a restricted exchange of perspectives. With nuanced public discourse on the wane and increased volume and vitriolic exchanges in the public space writ large, students increasingly come to college with little appreciation for civilized, engaged, and thoughtfully probing discourse.

College administrators now face questions: Should students vote on the selection of speakers? Are permitted points of view determined by majorities or even the most vocal minorities? Should the library develop a rating system not unlike that of the mo-



ISABELLE CARDINAL  
FOR THE CHRONICLE



tion-picture industry, in which we would label our holdings as to level of controversy? Should certain courses be labeled with disclaimers or warnings?

Higher education must be prepared to uphold academic freedom. If we deny one speaker, restrict one book, or limit one faculty member, we have abandoned the very purpose of our institutions. College was never intended to be another entertainment industry or a customized consumer product. The campus is among the few places remaining where ideas — even those that are abhorrent to all or most audiences — may be freely expressed. In the spirit of academic freedom, students have every right to protest uncomfortable points of view. They do not, however, have a right to deny the communication of ideas, expression, inquiry, or creative works in an academic setting.

In this climate, the American University's Faculty Senate has unanimously approved a Resolution on Freedom of Academic Expression. It states in part:

American University is committed to protecting and championing the right

to freely communicate ideas — without censorship — and to study material as it is written, produced, or stated, even material that some members of our community may find disturbing or that provokes uncomfortable feelings. This freedom is an integral part of the learning experience and an obligation from which we cannot shrink. ...

Faculty may advise students before exposing them to controversial readings and other materials that are part of their curricula. However, the Faculty Senate does not endorse offering “trigger warnings” or otherwise labeling controversial material in such a way that students construe it as an option to “opt out” of engaging with texts or concepts, or otherwise not participating in intellectual inquiries.

Faculty should direct students who experience personal difficulties from exposure to controversial issues to resources available at American University's support-services offices.

In issuing this statement, the Faculty

Senate affirms that shielding students from controversial material will deter them from becoming critical thinkers and responsible citizens. Helping them learn to process and evaluate such material fulfills one of the most important responsibilities of higher education.

Freedom of academic expression is what makes college a remarkable place for personal growth and learning. It also facilitates college's role as an incubator for the creation of knowledge. We hope all college communities will stand in support of this core value. ■

*Scott A. Bass is provost and Mary L. Clark is dean of academic affairs at American University.*

**If we deny one speaker, restrict one book, or limit one faculty member, we have abandoned the very purpose of our institutions**

# Don't Tell Me What's Best for My Students

SINCE I published an essay, “In Defense of Trigger Warnings,” in *The Chronicle*, about 18 months ago, such a defense has become even harder to mount. Though the fear that faculty members would soon be required to issue trigger warnings has failed to materialize (the one college that proposed such a requirement, Oberlin, has withdrawn it), public attention has resulted in a frenzy of too-easy condemnation and ridicule.

Millennials are increasingly portrayed as too delicate to live in the world, too ideologically rigid to survive exposure to opposing political opinions. Even President Obama has weighed in, arguing that students shouldn't “be coddled and protected from different points of view.” Trigger warnings are the new fish in a barrel.

The most persuasive argument against trigger warnings goes something like this: A liberal education requires freedom of thought and expression. Any limits on thought and expression short-circuit the search for truth and keep us from developing the capacities necessary for critical thinking.

Just such an argument sits at the root of a recent resolution unanimously approved by the Faculty Senate at American University. It begins: “For hundreds of years, the pursuit of knowledge has been at the center of university life. Unfettered discourse, no matter how controversial, inconvenient, or uncomfortable, is a condition necessary to that pursuit.”

It's hard to imagine a counterargument that wouldn't draw immediate ridicule.

What's ironic, and deeply troubling, about the resolution is the extent to which it quickly loses sight of its own core principle, doing so even as it seems to guarantee freedom of expression. Before inveighing against trigger warnings, the resolution declares, “Faculty may advise students before exposing them to controversial readings and other materials that are part of their curricula.”

Were I on the faculty at AU, my first thought would be, “Gee, thanks!” My second

would be, “But what makes you think I need your permission?” This assurance is not only unnecessary but proceeds from an implicit assumption that a faculty senate has some control over what faculty members say and teach in the classroom. By giving its permission, this senate assumes that such permission is its to give. It isn't.

When the resolution turns to the specific issue of trigger warnings, it works hard to avoid language that would infringe upon faculty autonomy, skirting an outright ban. Rather, “the Faculty Senate does not endorse offering ‘trigger warnings’ or otherwise labeling controversial material in such a way that students construe it as an option to ‘opt out’ of engaging with texts or concepts, or otherwise not participating in intellectual inquiries.”

The senate's refusal to endorse (a refusal “to support” or “to approve,” according to Webster's) seems to leave the decision completely up to the faculty. But I wonder how the American University faculty members feel when they read the passage that “affirms that shielding students from controversial material will deter them from becoming critical thinkers and responsible citizens.”

Does this not lead to the conclusion that teachers who use trigger warnings are bad teachers? That those who issue such warnings will have neither the senate's approval nor its support when they're subjected to various personnel processes? That the Faculty Senate somehow knows better than any individual professor the best approach to difficult classroom materials and moments?

IN MY original essay, I told the story of a student who was hospitalized after reading a novel I assigned in a class on LGBT literature. The book dealt with incest and sexual abuse, and my student — a survivor of both — was traumatized by her experience reading the book. I mean that literally. She wasn't made “uncomfortable.” She didn't find the process “inconvenient.” She wasn't productively forced to reconsider her own ideas. She was trauma-

tized, and she was hospitalized for a week as a result.

In that essay, I tried to draw a distinction between difficulty and trauma. Difficulty, I argued, is a crucial aspect of the learning process. I would never encourage my students to shy away from it, nor do I sympathize with those asking to be protected from it. Trauma, on the other hand, does nothing to enable the learning process. It works precisely against that process.

As a professor, I've decided that I will issue trigger warnings for material dealing with rape, sexual assault, and incest. I will, when the situation warrants, offer creative opt-out assignments. Other professors will surely draw the line differently.

But what seems crucial to assert is this: I know my students and their needs better than any faculty senate. I know my material — its power and its effects — better than any representative body. Any resolution that claims to know what's best for my students is substituting ideological generalities for the granular specificity of the classroom, for the particularities of disciplinary knowledge.

I would resist a resolution condemning trigger warnings as vigorously as I would a resolution requiring them. The only way to cut through the straw-man caricatures that dominate this debate is to rely on the expertise and sensibilities of individual faculty members, as they develop an improvisatory relationship to knowledge, to difficulty, and to their students. ■

*Mason Stokes is an associate professor of English at Skidmore College. He is the author, most recently, of Saving Julian: A Novel.*

MASON STOKES

**I know my material — its power and its effects. A faculty resolution substitutes ideological generalities for the granular specificity of the classroom.**



# Stop Resisting a 2-Tier System

The truth is: You don't need a Ph.D. for most of the available teaching jobs

ROB JENKINS

**W**HENEVER I contemplate our system of graduate education in the humanities, I'm reminded of the definition of insanity often misattributed to Einstein — doing the same thing over and over while expecting different results. Every year, graduate programs crank out thousands of new Ph.D.s, and every year fewer than 40 percent manage to land full-time faculty positions.

Clearly, we need a new paradigm.

The old one survives through some combination of traditionalism and protectionism. The Ph.D. has always been the primary entry-level qualification for faculty members, the argument goes, and so it must always remain such, whether or not that still makes any sense. And, of course, most of the people guarding the gates have Ph.D.s, so it's natural for them to want to make sure everyone who enters is part of the same guild. To offer membership to those with lesser credentials would be to diminish their own.

The truth, however, is that most of the college teaching jobs that exist today — at least in the humanities — do not really require a Ph.D. Although the job announcement might “require” it, the job itself does not.

After all, a Ph.D. is not, or should not be, merely a credential. It was designed as a kind of academic apprenticeship, training scholars for further in-depth study in their chosen (and probably rather narrow) fields. With a Ph.D., a scholar can teach, certainly; but it is not the Ph.D., with its dissertation focused on one slender branch of knowledge, that necessarily qualifies you to teach. A doctorate prepares you to undertake scholarship, which may or may not be directly tied to your teaching.

The market for those who do research on obscure topics in the humanities as their primary job function has been shrinking for years, if indeed it was ever very large. Colleges and universities will hire only a fraction of the many whose CVs say they are qualified to explore the nuances of Romantic literature or 19th-century European trade unions. There simply aren't enough courses on Romanticism or labor history for all of them to teach, and outside their small circle of fellow scholarly enthusiasts, few people care about their research. Perhaps everyone ought to care, but we don't.

That doesn't mean there aren't classes that need to be taught. Most students are required to take a full slate of entry-level core courses in English composition, American and/or world history, and other humanities disciplines. With all due respect to my Ph.D.-credentialed colleagues, you don't need a doctorate to teach entry-level courses.

Increasingly, colleges are recognizing as much and balking at hiring Ph.D.s at doctoral-level salaries. To cover those courses, institutions are instead hiring graduate students or contingent faculty members, the majority of whom do not have a Ph.D. Even when colleges *do* hire Ph.D.'s for teaching-intensive jobs that require little or no research, the pay is about the same as for non-Ph.D.s.

Thus we have created an entire class of professionals who are essentially overqualified for most of the available positions. They have the Ph.D., their scholar's guild-membership card, but they're not being paid to use it. I mean that in both ways: The work they are being paid to perform often has little to do with their Ph.D., and the pay itself is not commensurate with their qualifications.

It's as if we're hiring doctors to perform the work of nurse practitioners. Nor, it should be noted, are those people actually admitted to the guild. Teaching four or five sections of composition or world history each semester, with little or no time for research, they are not scholars, except in the broadest sense of the term, and they are not truly recognized as scholars within the academic community.

Given the set of circumstances I have just described, which I believe is a pretty accurate representation, why are so many students still pursuing doctorates in the humanities?

Partly, I think, it's a result of youthful idealism, not to mention a little magical thinking. By now many graduate students are well aware of the odds of landing a tenure-track job but believe they'll be one of the lucky ones.

Graduate departments are also to blame. A recent article in *The Chronicle* reported that “first-time doctoral enrollment in history, English, and other arts-and-humanities disciplines fell 0.5 percent from 2013 to 2014,” according to a Council of Graduate Schools report that was based on a survey of 636 universities. But maybe those enrollment figures aren't dropping fast enough, given the lack of tenure-track jobs.

Too many departments are still producing too many Ph.D.s for the marketplace to accommodate. Why? No doubt it's partly because they sincerely believe that advanced study in their fields is important to society. But a more cynical view might be that they need sufficient graduate enrollment to justify the three-course (or two-course) teaching loads of tenured professors. That means having enough doctoral students to fill their seminars as well as enough cheap labor to teach entry-level courses so the tenured professors won't have to. Meanwhile, they persist in training graduate students for jobs that largely do not exist.

An aside: When graduate programs provide adequate financial support for the students they recruit, then at least those students are getting something in return for their time and effort. But when students must pay exorbitant tuition for the privilege of pursuing a degree that will probably not lead to a faculty job, and borrowing thousands of dollars they might never be able to repay, then it seems to me those programs are little better than the for-profit institutions that academics love to excoriate.

**C**LEARLY THIS system is not sustainable. We keep doing the same thing year after year, somehow expecting a different result and always slightly baffled when the numbers don't change, except perhaps to get worse. That, I submit, is not entirely rational. It's high time we did something different.

Accordingly, I would like to renew my call, which I first made back in 2013, for a new, teaching-focused graduate degree, designed to prepare people for the teaching-focused jobs they might actually get. Taking a page from our colleagues in K-12 education, we could call it the “College Teaching Specialist Degree in (fill in your humanities discipline).” The TS degree would be more than a master's degree but less than a doctorate, requiring, say, 30 semester hours of coursework beyond the master's — at least half in discipline-specific pedagogy — with a teaching-focused capstone project in lieu of a dissertation.

The advantages of this new degree would be many and widespread. For most students, it would take much less time to complete than a Ph.D. — four years beyond the bachelor's, at most, which is enough for dentists and pharmacists, and more than enough for lawyers, and ought to be enough schooling for just about anybody. That means students could get their degrees and start their careers while still in their 20s.

Less time-to-degree means less borrowing for educational and living expenses. Teaching specialists could start their careers much earlier than Ph.D.s, and could easily be years ahead, financially, of where they might have been if they'd stayed to earn a doctorate. And remember — those teaching-focused jobs are the same ones most Ph.D.'s are getting anyway, if they get any job at all.

In order for this proposal to work, colleges and universities would have to buy in at both ends of the pipeline.

At one end, graduate departments would have to agree to offer teaching-specialist degrees as an alternative to the Ph.D. Doing so wouldn't harm tenured professors; students in the TS program would still have to take graduate courses. But the departments might need to adjust their admissions standards, admitting fewer students to Ph.D. programs — only those who show exceptional promise as scholars — while steering the rest into TS programs. Financial-aid models might also have to change. By admitting fewer doctoral students, perhaps departments could afford to support those they do admit for five or six years, helping to alleviate some of their debt. Departments could offer research assistantships for the Ph.D. students and teaching assistantships for the TS students — further preparing both groups for the slice of the faculty market they will pursue.

At the other end of the pipeline, colleges and universities would have to invest in this new paradigm by actually hiring TS graduates in full-time, more or less permanent positions. Ideally, those positions would be on the tenure track, but even renewable lectureships would be better than what most new Ph.D.s can expect these days.

Institutions might actually be inclined to do this because: (a) With fewer graduate students teaching lower-division courses, they'll need people to cover those sections; and (b) they won't have to pay Ph.D.-level salaries (yes, I'm assuming a two-tier pay structure, to reflect the different education levels). I'm guessing that small colleges without graduate programs would be open to hiring highly capable teaching specialists who could take on heavy teaching loads for a somewhat lower salary than would be paid to a Ph.D. And of course, teaching specialists are a natural fit for community colleges and other accessible institutions.

The best thing about this proposal is that it would create a better educational environment for all of our students. The teaching-specialist degree has the potential to lower the number of adjuncts at all levels of higher education. That means students would be more likely to be taught by full-time instructors who are accessible to them on the campus.

Is this proposal actually practical?

I think it's worth a try. We can't just keep doing graduate education the way it's always been done. That would be insane. ■

*Rob Jenkins is an associate professor of English at Georgia Perimeter College.*

MONASH  
MAGAZINE

Get the  
latest on our  
discoveries  
wherever  
they  
happen.

Ensure you never miss out on the latest research and developments from Monash University and access exclusive video content.

Subscribe to Monash magazine online today  
[monash.edu/monashmag](http://monash.edu/monashmag)



MONASH  
University



# Gazette

APPOINTMENTS, RESIGNATIONS, RETIREMENTS A29 | DEATHS A29

PRIVATE GIVING A30 | DEADLINES A30

## APPOINTMENTS

**Kurt Ashley**, chief information officer, to an additional post, vice president for technology and marketing at Thiel College.

**Sean Banerjee**, postdoctoral research associate in the Robotics Institute at Carnegie Mellon University, to assistant professor of electrical and computer engineering at Clarkson University.



JEFFREY BETHKE

**Jeffrey Bethke**, treasurer, to executive vice president at DePaul University.

**Gregory Brown**, professor of finance, to an additional post, director of the Frank Hawkins Kenan Institute of Private Enterprise at the University of North Carolina.

**Charles Clark**, dean at the University of Wisconsin at Manitowoc, to southwestern regional executive officer and dean of the University of Wisconsin-Rock County.

**Mark Elliott**, director of the John King Fairbank Center for Chinese Studies and professor of Chinese and inner Asian history, to vice provost for international affairs at Harvard University.

**Adam English**, associate professor of theology and philosophy, to chair of the religion department at Campbell University.

**Mandi Fulton**, athletics coordinator, to assistant director of athletics at the University of Southern Indiana.

**Francene Gilmer**, director of the Thorobred Center for Academic and Professional Excellence, to acting vice president for student affairs at Kentucky State University.

**Karl Golnik**, interim chair and assistant professor, to chair of the ophthalmology department at the University of Cincinnati.

**Ty Handy**, president of Northwest Florida State College, to president of Jefferson Community and Technical College.

**Eugenia Hayes**, director of development for the College of Arts and Sciences at Pace University, to director of development for health affairs at Quinnipiac University.

**Jim Hayes**, associate dean, to an additional post, director of retention and student success at Simpson College (Iowa).

**Daniel Jaffe**, professor of astronomy, to vice president for research at the University of Texas at Austin.

**David Jauregui**, professor of civil engineering, to an additional post, head of the department of civil engineering at New Mexico State University at Las Cruces.

**Paul Jean**, senior vice president at Denterlein, to vice president for marketing and communications at Bridgewater State University.

**Roxanne Johnston**, associate dean, to dean of the School of Nursing at Shorter University.

**Catherine Kaukinen**, director of the master's and bachelor's programs in criminal justice at the University of Colorado at Colorado Springs, to professor and chair of the criminal justice department at the University of Central Florida.

**Eric Kimchi**, associate professor and chief of the surgical oncology

division, to an additional post, medical director of the Ellis Fischel Cancer Center at the University of Missouri.

**Mary Kincannon**, associate registrar, to registrar at Texas Christian University.

**Nancy Kropf**, associate dean of research and strategic initiatives and professor of social work, to dean of the School of Nursing and Health Professions at Georgia State University.

**Molly Land**, professor of law, to an additional post, associate director of the Human Rights Institute at the University of Connecticut.

**Carl Lejuez**, associate dean of research for the College of Behavioral and Social Sciences at the University of Maryland at College Park, to dean of the College of Liberal Arts and Sciences at the University of Kansas.

**Daryl Lim**, associate professor of law, to an additional post, director of the Center for Intellectual Property, Information, and Privacy Law at John Marshall Law School (Ill.).

**Douglas Lind**, professor of philosophy at the University of Idaho, to professor and head of the philosophy department at Virginia Tech.

**R. Kevin Mackin**, assistant professor and chair of the master's program in education at Upper Iowa University, to chair of the education department at St. Catherine University.

**George MacKinnon III**, vice provost for health sciences and founding dean of the College of Pharmacy at Roosevelt University, to founding dean of the School of Pharmacy at the Medical College of Wisconsin.



CATHERINE ANITHA MANOHAR

**Catherine Anitha Manohar**, assistant professor of finance at Mercer University, to assistant teaching professor of finance at Quinnipiac University.

**Richard Masters**, instructor in the School

of Performing Arts, to assistant professor of music at Virginia Tech.

**John McKain**, assistant dean of communications for the College of Human Ecology, to associate vice president for university communications at Cornell University.

**Monique McKay**, co-founder and executive director at the Master Mediator Institute, to ombudsperperson for the Graduate School at Virginia Tech.

**M. Ray McKinnie**, assistant administrator of extension programs, to interim dean of the College of Agriculture at Virginia State University.

**Gretchen Mielke**, manager for general education and academic learning community assessment at American University, to assistant dean of civic engagement at Widener University.

**Thomas Miles**, professor of law and economics, to dean of the School of Law at the University of Chicago.

**Thomas Mitzel**, vice president for academic affairs and dean of faculty at Trinity College (Conn.), to president of Dickinson State University.

**Emmanuel Omojokun**, associate dean, to dean of the College of Business at Virginia State University.

**Stephanie Ottino**, production planner at LaFrance Corporation, to assistant dean of the College of Arts and Sciences at Widener University.

**Kerry Patton**, director of counseling, to director of health and wellness at Quinnipiac University.



JOSE RIOFRIO

**Jose Riofrio**, assistant professor of mechanical engineering at Western New England University, to assistant teaching professor of mechanical engineering at Quinnipiac University.

**Angela Robinson**, vice chancellor, to acting chancellor of Tarrant County College.

**Martin Rudd**, dean of the University of Wisconsin-Fox Valley, to an additional post, executive officer of the northeastern regional campuses in the University of Wisconsin system.

**Andrew Rummel**, assistant professor of English at St. Cloud State University, to director of the undergraduate and master's in education initial licensure program and associate professor at St. Catherine University.

**Gregory Rush**, director of budget policy and planning, to acting vice president for business affairs at Kentucky State University.

**Tara Sabo-Attwood**, associate professor, to an additional post, chair of the department of environmental and global health at the University of Florida.

**Macarena Saez**, faculty director of the Impact Litigation Project, to an additional post, director of the Center for Human Rights and Humanitarian Law at American University.

**Peter Schultz**, director at the California Institute for Biomedical Research, to chief executive officer of the Scripps Research Institute.

**James Simon**, interim dean of the College of Arts and Sciences at Fairfield University, to dean of the College of Arts and Sciences at the New York Institute of Technology at Old Westbury.

**Ray Staats**, former president of Gadsden State Community College, to president of Craven Community College.

**Barbara Stoll**, professor and chair of the pediatrics department at Emory University, to dean of the Medical School at the University of Texas Health Science Center at Houston.

**Paul Stumb**, dean of the School of Science, Technology, and Business, to president of Cumberland University.

## NEW CHIEF EXECUTIVES

▪ **Craven Community College**, Ray Staats

▪ **Cumberland University**, Paul Stumb

▪ **Dickinson State University**, Thomas Mitzel

▪ **Jefferson Community and Technical College**, Ty Handy

▪ **Sierra Nevada College**, Alan Walker

▪ **White Mountains Community College**, Matt Wood

**Tania Tetlow**, associate provost for international affairs, to chief of staff and vice president at Tulane University.

**Dennis Thombs**, professor and chair of the department of behavioral and community health, to interim dean of the School of Public Health at the University of North Texas Health Science Center at Fort Worth.

**Samuel Turner Sr.**, consultant, to associate dean of diversity and inclusion at the University of Missouri at Kansas City.

**Daniel Van Slyke**, professor of public administration, to associate dean and chair of the department of public administration and international affairs at Syracuse University.

**Alan Walker**, interim provost and vice president for academic affairs at Shawnee State University, to president of Sierra Nevada College.

**Latoya Watson**, administrative academic advisor, to assistant dean of the associate in arts program at the University of Delaware.

**Christian Wetzel**, professor of physics, to an additional post, associate dean of science for research and graduate programs in the School of Science at Rensselaer Polytechnic Institute.

**Matt Wood**, interim president, to president of White Mountains Community College.

## RESIGNATIONS

**Arne Duncan**, secretary of the U.S. Department of Education, effective in December.

**Andrea Lee**, president of St. Catherine University, effective July 1.

**Bert Moore**, dean of the School of Behavioral and Brain Sciences at the University of Texas at Dallas.

**John Shattuck**, president and rector of Central European University (Hungary), effective August 1.

## RETIREMENTS

**Richard Kurz**, dean of the School of Public Health at the University of North Texas Health Science Center at Fort Worth.

**Gina Lee-Glauser**, vice president for research at Syracuse University, effective December 31.

## DEATHS

**Warren Brill**, 94, former professor of medicine at George Washington University died on September 14.

**Richard Bucciarelli**, 69, former vice president for government relations and chair of the pediatrics department at the University of Florida died on September 20.

**Donald Capps**, 76, professor of pastoral theology at Princeton Theological Seminary died on August 26 in Trenton, N.J.

**Thomas Colbert**, 61, professor of architecture at the University of Houston died on August 21.

**Eugene Commins**, 83, professor emeritus of physics at the University of California at Berkeley died on September 26.

**Dominick Consolo**, 93, professor emeritus of English at Denison University died on August 28.

**Emmett Costich**, 94, former dean of the College of Dentistry at the University of Kentucky died on October 1.

**Morris Fine**, 97, professor emeritus of materials science and engineering at Northwestern University died on September 30.

**Erma Johnson Hadley**, 73, chancellor of Tarrant County College died on October 1.

**Daniel Larkin**, 76, former professor of history at the State University of New York College at Oneonta died on October 1.

**Armando Enrique Montilla Navarro**, assistant professor of architecture, history and theory, and criticism at Clemson University died on October 2.

**William Bernard Peach**, 97, former professor of philosophy at Duke University died on September 24.

**Burton Raffel**, 87, professor emeritus of English at the University of Louisiana at Lafayette died on September 29.

**John Melvin Snook**, 81, former president of Bartlesville Wesleyan College (now Oklahoma Wesleyan University) died on September 21.

**Gene Ulmer**, 78, professor emeritus of geology at Temple University died on September 18.

**Robert Webb**, 87, former president of Lake Land College died on October 5.

**C.K. Williams**, 78, former professor of creative writing at Princeton University died on September 20 in Hopewell, N.J.

To submit information for a listing in the Gazette, please go to [chronicle.com/listings](http://chronicle.com/listings). To submit announcements of gifts of \$1 million or more, send news releases to [gifts@philanthropy.com](mailto:gifts@philanthropy.com).



## PRIVATE GIVING

**Buffalo State College.** \$2.15 million from Tedy B. and Michele Fairchild Marko of which \$1.5 million will be used to establish an endowed chair in the International Center for Studies in Creativity and \$650,000 will go towards the Siena Program, a study-abroad program, to establish a scholarship fund. Ms. Fairchild Marko is an alumna of

the university. She is the former regional vice president for the Midwest at the Compass Group, a foodservice management company.

**Harding University.** \$1 million from Roy and Becky Reaves to renovate and expand the Rhodes Field House. Mr. Reaves is former chairman and chief executive of Liberty Bank Central Region. He

is retired. He earned a bachelor's degree in business administration from the university in 1965 and currently serves as chairman of its Board of Trustees.

**Paris Junior College Memorial Foundation.** \$1-million bequest from Ezra and Verbeth Coe to bolster an endowment. Mr. Coe was an engineer. He died in 2013 and Ms. Coe died in 2003.

**University of Colorado at Aurora.** \$2 million from the Daniel and Janet Mordecai Foundation to establish a chair in cancer stem-cell biology at the Gates Center for Regenerative Medicine. Ms. Mordecai is an alumna of the College of Nursing at the university. Her late husband, Daniel, was owner of U.S. Nursing, a nurse staffing agency. He died in June 2002.

**University of Washington.** \$20 million from Steve Ballmer, former chief executive of Microsoft, and his wife, Connie, for its School of Social Work. Half of the donation will be used to provide scholarships for graduate students and the remainder will support various innovative programs.

## DEADLINES

Contact: Nemmers Prize; <http://www.nemmers.northwestern.edu>

**December 7: Science, technology, and math.** The Urban Land Institute is accepting applications for the 14th Annual ULI Hines Student Competition. This is an ideas competition that calls for multidisciplinary graduate student teams of five students to devise an urban development vision and compete to win \$50,000. Students must form their teams and apply by December 7. Visit the institute's website for more details. Contact: Urban Land Institute; [udcompetition@uli.org](mailto:udcompetition@uli.org); <http://uli.org/programs/awards-competitions/hines-student-design-competition>

**December 15: Business/administrative affairs.** The American Association of University Administrators is soliciting nominations for an array of awards recognizing outstanding individual administrative and leadership service or exemplary higher-education organizational and program models. Visit the organization's website for more details. Contact: Dan King; (814) 460-6498; [dking@aaua.org](mailto:dking@aaua.org); <http://www.aaua.org>

**December 15: Science, technology, and math.** The Gruber Foundation is accepting nominations for the Cosmology Prize. Nominations are welcome from the fields of astronomy, cosmology, mathematics, and the philosophy of science. Individuals, organizations, and institutions that are active in or have an appreciation for contemporary cosmological research and study may submit nominations. Visit the foundation's website for more details. Contact: Gruber Foundation; (203) 432-6231; [nominations@gruber.yale.edu](mailto:nominations@gruber.yale.edu); <http://gruber.yale.edu/cosmology-prize-nomination-criteria>

**January 15: Humanities.** Poets & Writers has selected the state of Hawaii for the 2016 Writers Exchange Award. Poets and fiction writers who are residents of Hawaii are welcome to submit an application if they: have never published a book; or have published no more than one full-length book in the genre in which they are applying; and have resided in Hawaii for at least two years prior to the date they submit their manuscript. Visit the website for more details. Contact: Poets & Writers; [http://www.pw.org/about-us/maureen\\_egen\\_writers\\_exchange](http://www.pw.org/about-us/maureen_egen_writers_exchange) award

**January 29: Science, technology, and math.** ABB has established the ABB Research Award in Honor of Hubertus von Grünberg, which honors the best Ph.D. dissertation within the fields of power and automation, as applied in utilities, industries, and transport and infrastructure. It consists of a \$300,000 personal research grant for postdoctoral research within the scope of power and automation in the areas in question. Visit the program's website for more details. Contact: <http://new.abb.com/hvg-award>

**February 1: Arts.** Nominations for Northwestern University's Nemmers Prize in Music Composition will be

accepted from October 1 through February 1, 2016. The prize carries an award of \$100,000 and is open to those with outstanding career achievements. It is international in focus and therefore awarded to any classical composer without regard to citizenship or institutional affiliation. Only living composers may be nominated. The recipient must be available for a four-week residency at Northwestern U. (the weeks may be non-consecutive) and able to interact with faculty and students. Visit the university's website for more details. Contact: Nemmers Prize; <http://www.nemmers.northwestern.edu>

**April 15: Social and behavioral sciences.** Brandeis University accepts nominations for the Joseph B. and Toby Gittler Prize, which recognizes individuals who have made outstanding contributions to racial, ethnic, and/or religious relations. The award includes a \$25,000 cash prize and a medal. Both the prize and medal are presented at a ceremony that includes a reception and a public lecture by the recipient. Recipients need not be American citizens or reside in the U.S. To be considered, candidates must be formally nominated. Self nominations are not accepted. Nominations must be received by April 15 for candidates to be considered for an award to be conferred in the following academic year. Visit the university's website for more details. Contact: John Hose; (781) 736-3005; hose@brandeis.edu; <http://www.brandeis.edu/gittlerprize/index.html>

**Academic affairs.** Nominations for the Chang-Lin Tien Education Leadership Awards from the Asian Pacific Fund, supporting the recognition, professional development, and advancement of Asian-Americans as leaders of colleges and universities. Contact: Rod Kyle Paras; (415) 395-9985 ext. 700; [rodkyle@asianpacificfund.org](mailto:rodkyle@asianpacificfund.org); <http://www.asianpacificfund.org/chang-lin-tien-education-leadership-awards>

**Health/medicine.** Southside Health Education Foundation offers a variety of scholarships for students pursuing an education in the health professions or continuing their education in existing health careers. The deadlines for applications are: March 1 for summer sessions; June 1 for the fall semester; and October 1 for the spring semester. Visit the foundation's website for more details. Contact: Southside Health Education Foundation; [info@shefva.org](mailto:info@shefva.org); <http://www.shefva.org/scholarships>

**Humanities.** Translations of Japanese literature into English for consideration for the Japan-U.S. Friendship Commission Prize for the Translation of Japanese Literature. The Donald Keene Center of Japanese Culture annually awards \$6,000 prizes for the best translation of a modern work or a classical work, or the prize is divided between equally distinguished translations. Visit the website for more details. Contact: Donald Keene Center of

Japanese Culture; <http://www.keenecenter.org/content/view/58/76>

**Humanities.** The Story Prize is awarded annually to the author of an outstanding collection of short fiction (at least two stories and/ or novellas). The winner receives a \$20,000 cash award and each of two runners-up receive \$5,000. Eligible books must be written in English and first published in the U.S. during the calendar year, in either hardcover or paperback, and available for purchase by the general public. Collections must also include work previously unpublished in book form. Eligible books may be entered by the publisher, agent, or author. Books published from January through June must be submitted by July 15. Books published from July through December must be submitted by November 15. Visit the website for more details. Contact: Larry Dark, The Story Prize; [info@thestoryprize.org](mailto:info@thestoryprize.org); <http://www.thestoryprize.org/index.html>

**Humanities.** Texas State University's College of Education offers the Tomas Rivera Mexican-American Children's Book Award annually to an author/illustrator of the most distinguished book for children and young adults that authentically reflects the lives and experiences of Mexican Americans in the U.S. The book may be fiction or nonfiction. Nominations are accepted from authors, illustrators, publishers, and the public at large. The deadline for nominations is November 1 of the year of publication. Visit the award's website for more details. Contact: Jesse Gainer, Texas State University; [riverabookaward@txstate.edu](mailto:riverabookaward@txstate.edu); <http://riverabookaward.org>

**Humanities.** Columbia University awards the Bancroft Prizes annually to authors of distinguished works in either or both of the following categories: American history (including biography) and diplomacy. The competition is open to all regardless of connection to Columbia University. Applicants do not need to be a U.S. citizen to apply. Submitted works must be written in English or have a published translation in English. Volumes of papers, letters, and speeches of famous Americans, unless edited by the author, are not eligible. Autobiography comes within the terms of the prize but books reporting on recent personal experiences of Americans, within a limited area both in time and geography, are not considered eligible. Visit the university's website for more details. Contact: <http://library.columbia.edu/about/awards/bancroft.html>

**Science, technology, and math.** Sigma Xi, the Scientific Research Society, awards the William Procter Prize for Scientific Achievement annually to a scientist who has made an outstanding contribution to scientific research and has demonstrated an ability to communicate the significance of this research to scientists in other disciplines. The prize consists of a bronze statue, a commemorative certificate, and an award of \$10,000. Nominations are accepted October 1 annually.

## Call For Papers & Proposals - Two International Conferences

**18th Teaching Conference - "Creative - Effective Teaching "**

**January 3 - 7, 2016**

## ROME, ITALY

**Submit papers and proposals now, register before Nov. 8, 2015**

33rd International Conference on Case Method Research & Application  
"Learning By Doing - The Art and Craft of Interactive Teaching"

**July 3 - 8, 2016**

## LIMA, PERU

Submit papers and proposals now (before January 15, 2016)

Accepted papers are considered for publication in  
*ICRA - The International Journal of Case Method Research & Application* (refereed)  
 'Best Case/Best Paper Award'

details at [www.wacra.org](http://www.wacra.org)

**WACRA®** - Conference Office: [denise.smith@wacra.org](mailto:denise.smith@wacra.org) and [wacra@rcn.com](mailto:wacra@rcn.com)

**Interdisciplinary - International - Intercultural - Interactive**

## 2016 Izaak Walton Killam Postdoctoral Fellowships

Laak Walton Killam Postdoctoral Fellowships (KPDF) in most fields of study are tenable for up to two years at Dalhousie University, located in Halifax, Nova Scotia, Canada. KPDFs are valued up to \$55,000CDN per year including travel allowance, a one-time \$3,000 research grant, a \$1,000 conference travel grant and benefits. Applicants must have recently completed a PhD (Jan 2014 or later) at a recognized university and have no current affiliation with Dalhousie University. Applications must be submitted no later than 15-Dec-15. Full details available at:

**[dal.ca/kpdf](http://dal.ca/kpdf)**



**DALHOUSIE  
UNIVERSITY**



Visit the website for more details. Contact: Sigma Xi, the Scientific Research Society; [awards@sigmaxi.org](mailto:awards@sigmaxi.org); <http://www.sigmaxi.org/programs/prizes/procter.shtml>

#### Science, technology, and math.

The American Chemical Society Award for Encouraging Women into Careers in the Chemical Sciences, established by the Camille and Henry Dreyfus Foundation, recognizes significant accomplishments by individuals who have stimulated or fostered the interest of women in chemistry, promoting their professional development as chemists or chemical engineers. The award consists of \$5,000; a certificate; a grant of \$10,000 that will be made to an academic institution designated by the recipient to strengthen its activities in meeting the objectives of the award; and up to \$1,500 for travel expenses reimbursement. Nominations for the award, due November 1 annually, may come from any professional setting: academia, industry, government, or other independent facility. Visit the organization's website for more details. Contact: American Chemical Society; (202) 872-4575; [awards@acs.org](mailto:awards@acs.org); <http://www.acs.org/content/acs/en/funding-and-awards/awards/national/bytopic/acs-award-for-encouraging-women-into-careers-in-the-chemical-sciences.html>

**Science, technology, and math.** The American Chemical Society Award for Encouraging Disadvantaged Students into Careers in the Chemical Sciences, established by the Camille and Henry Dreyfus Foundation, recognizes significant accomplishments by individuals in stimulating students, underrepresented in the profession, to select careers in the chemical sciences and engineering. The award consists of \$5,000; a certificate; a grant of \$10,000 that will be made to an academic institution, designated by the recipient, to strengthen its activities in meeting the objectives of the award; and up to \$1,500 for travel expenses reimbursement. Nominations for the award, due November 1 annually, may come from any professional setting: academia, industry, government, or other independent facility. Visit the organization's website for more details. Contact: American Chemical Society; (202) 872-4575; [awards@acs.org](mailto:awards@acs.org); <http://www.acs.org/content/acs/en/funding-and-awards/awards/national/bytopic/acs-award-for-encouraging-disadvantaged-students-into-careers-in-the-chemical-sciences.html>

**Other.** The Breast Cancer Society is accepting applications for its Empower One Scholarship and Hope Scholarship programs. The programs assist those who have been affected by breast cancer with obtaining a college degree or trade certificate. Visit the organization's website for more details. Contact: Breast Cancer Society; (888) 470-7909; [info@breastcancersociety.org](mailto:info@breastcancersociety.org); <http://www.breastcancersociety.org/programs/empower-one-scholarship-fund>

#### FELLOWSHIPS

**October 21: Arts.** The American Council of Learned Societies invites applications for the Henry Luce Foundation/ACLS Dissertation Fellowships in American Art. The fellowships are designated for graduate students in any stage of Ph.D. dissertation research or writing. The fellowships are for one year and carry a stipend of \$25,000, plus \$2,000 for travel allowance. Applicants must be Ph.D. candidates in a department of art history in the United States. A student with an appropriate project whose degree will be granted by another department is eligible only if the principal dissertation advisor is in a department of art history. Applicants must have a dissertation focused on a topic in

the history of the visual arts of the U.S. and all requirements for the Ph.D. must be completed except the dissertation before the beginning of the fellowship. Applicants must be U.S. citizens or permanent residents. Visit the organization's website for more details. Contact: American Council of Learned Societies; <http://www.acls.org/programs/american-art>

**October 21: Humanities.** The American Council of Learned Societies invites applications for the Mellon/ACLS Dissertation Completion Fellowships, which support a year of research and writing to help advanced graduate students in the humanities and related social sciences in the last year of Ph.D. dissertation writing. The fellowship tenure may be carried out in residence at the fellow's home institution, abroad, or at another appropriate site for

the research. A stipend of \$30,000 will be provided plus up to \$3,000 for research costs and up to \$5,000 for university fees. Applicants must have completed all requirements for the Ph.D. except the dissertation by the application deadline. Graduate students who currently hold or have previously held a dissertation-completion fellowship are not eligible. Visit the organization's website for more details. Contact: American Council of Learned Societies; <http://www.acls.org/programs/acf>

**October 30: Science, technology, and math.** The Hertz Foundation will begin accepting applications for the 2016-17 fellowships on August 15. The fellowships are open to college seniors wishing to pursue a Ph.D. or graduate students already in the process of doing so. Applicants must be students studying the applied physical, biological, or

engineering sciences, and must be U.S. citizens or permanent residents. Visit the foundation's website for details on the award amounts as well as how to apply. Contact: Hertz Foundation; <http://www.hertzfoundation.org/dx/fellowships/fellowshipaward.aspx>

**November 1: Humanities.** The Paul and Daisy Soros Fellowships for New Americans is open to applications. The program supports thirty new Americans, immigrants, or the children of immigrants, who are pursuing graduate school in the U.S. Each fellowship supports up to two years of graduate study in any field and in any advanced degree-granting program. Fellows receive up to \$25,000 in stipend support (not to exceed \$35,000), as well as 50 percent of required tuition and fees, up to \$20,000 per year, for two years. Visit the program's website for eli-

gibility details. Contact: Paul and Daisy Soros Fellowships for New Americans; <http://www.pdsoros.org/competition>

**November 1: Humanities.** The American-Scandinavian Foundation offers fellowships (up to \$23,000) and grants (up to \$5,000) to individuals to pursue research, study, or creative arts projects in one or more Scandinavian country for up to one year. The number of awards varies each year according to total funds available. Awards are made in all fields. Applicants must have a well-defined research, study, or creative arts project that makes a stay in Scandinavia essential. Also, applicants must be U.S. citizens or permanent residents, and must have completed their undergraduate education by the start of their project in Scandinavia. Team projects

*Continued on Following Page*

# Announcing the 1<sup>st</sup> Army University Education Symposium

## December 2 - 3, 2015 Fort Leavenworth, Kansas

The ArmyU Provost extends an invitation to all mid- to upper-level academic administrators including Vice-Chancellors, Provosts, Vice-Provosts, Registrars, Directors of Program Development, School Directors, Program Chairs, and like officials to attend the Army University Education Symposium. This symposium will introduce the Army University to civilian academic institutions and start an exchange of ideas between military professional educators and civilian academic institutions on cutting edge learning sciences, professional education, and mutually beneficial program opportunities.

#### Topics:

- Creating an Innovative Learning Environment
- Producing Relevant Curriculum
- Adopting Nationally Recognized Standards
- Developing World Class Faculty
- Exploring Army and Civilian Academic Collaborative Opportunities

**Army University** - <http://armyu.army.mil/>

ArmyU will announce information at the symposium about the upcoming ArmyU Academic Conference focused on higher learning and education research to be held in 2016. Plan on sharing the call for papers with your faculty and researchers.





*Continued From Preceding Page*  
are eligible. Visit the foundation's website for more details. Contact: American-Scandinavian Foundation; [http://www.amscan.org/study\\_scandinavia\\_details.html](http://www.amscan.org/study_scandinavia_details.html)

**November 1: Humanities.** The Institute for Advanced Study is accepting applications for the 2016-17 academic year. Scholars worldwide who are interested in historical studies are welcome to pursue independent research at its facility. Applicants must have a Ph.D. (or equivalent) at the time of application and a substantial record of publication. Scholars are expected to remain at Princeton during the term and will receive a maximum of \$75,000 for the full academic year, or \$37,500 for one term. Visit the institute's website for more details. Contact: Marian Zelazny; [mzelazny@ias.edu](mailto:mzelazny@ias.edu); [https://www.hs.ias.edu/mem\\_announcement](https://www.hs.ias.edu/mem_announcement)

**November 1: Social and behavioral sciences.** The John W. Kluge Center at the Library of Congress is accepting nominations and applications for the Henry A. Kissinger chair in foreign policy and international relations. The Kissinger Chair is a senior research position in residence at the John W. Kluge Center that engages in research on foreign policy and international affairs that will lead to publication. The chair holder will receive a stipend of \$13,500 per month, an office inside the Thomas Jefferson Building, and full access to the Library of Congress's vast array of historical, linguistic, and legal resources. Scholars worldwide may apply. Visit the library's website for more details. Contact: John W. Kluge Center; (202) 707-3302; [scholarly@loc.gov](mailto:scholarly@loc.gov); <http://www.loc.gov/loc/kluge/fellowships/kissinger.html>

**November 4: Humanities.** The Henry Luce Foundation/ACLS Program in China Studies offers postdoctoral fellowships that support work based on a scholar's research in China that aims to produce a scholarly text in English. A working knowledge of Chinese is required. The fellowship is for two consecutive semesters of time released from teaching and a stipend of up to \$50,000 is provided. Applicants must hold a Ph.D. from an institution in the U.S. or Canada, or be a U.S. or Canadian citizen with a Ph.D. from any institution. Applicants who are not U.S. or Canadian citizens must have an affiliation with a university or college in the U.S. or Canada. Visit the organization's website for more details. Contact: American Council of Learned Societies; [chinastudies@acsls.org](mailto:chinastudies@acsls.org); <http://www.acsls.org/programs/china-studies>

**November 15: Humanities.** The Woodrow Wilson National Fellowship Foundation is accepting applications for the Charlotte W. Newcombe Dissertation Fellowships, which are designed to encourage original and significant study of ethical or religious values in all fields of the humanities and social sciences, and particularly to help Ph.D. candidates in these fields complete their dissertation work in a timely manner. Dissertations might also explore the ethical implications of foreign policy, the values influencing political decisions, the moral codes of other cultures, and religious or ethical issues reflected in history or literature. Applicants must be Ph.D. or Th.D. candidates at an institution in the U.S. and have all pre-dissertation requirements fulfilled by the application deadline. Visit the foundation's website for more details. Contact: Woodrow Wilson National Fellowship Foundation; [newcombe@woodrow.org](mailto:newcombe@woodrow.org); <http://woodrow.org/fellowships/newcombe>

**November 15: Humanities.** The George A. and Eliza Gardner Howard Foundation is accepting

applications from early mid-career artists and scholars for fellowships for the 2016-2017 academic year in the fields of creative non-fiction, literary translation into English, film studies, and literary studies. Approximately ten fellowships of \$33,000 will be awarded. Details on eligibility and the online application process are available on the website. Contact: Howard Foundation; (401) 863-2640; [Howard\\_Foundation@brown.edu](mailto:Howard_Foundation@brown.edu); [http://www.brown.edu/Howard\\_Foundation](http://www.brown.edu/Howard_Foundation)

**December 1: Arts.** The Terra Foundation Fellowships in American Art at the Smithsonian American Art Museum support work by scholars from abroad who are researching American art or by U.S. scholars who are investigating international contexts for American art. Fellowships are residential and support full-time independent and dissertation research. Who may apply: graduate and predoctoral students and postdoctoral and senior researchers. Visit the institution's website for more details. Contact: Smithsonian Institution; (202) 633-7070; [siofi@si.edu](mailto:siofi@si.edu); <http://www.americanart.si.edu/research/opportunity/fellowships/terra>

**December 1: Humanities.** The Nancy Weiss Malkiel Junior Faculty Fellowship, offered by the Woodrow Wilson National Fellowship Foundation, is designed to support junior faculty in the humanities and social sciences as they work towards achieving tenure. Five 12-month awards of \$10,000 will be made in the 2015-16 academic year. This one-time fellowship program will support a small cadre of emerging faculty leaders whose careers promise to play a significant role in shaping American higher education. Visit the foundation's website for more details. Contact: Woodrow Wilson National Fellowship Foundation; [NWMFellows@woodrow.org](mailto:NWMFellows@woodrow.org); <http://woodrow.org/fellowships/nwmfellowship>

**December 1: Science, technology, and math.** The John W. Kluge Center at the Library of Congress seeks applications for the Baruch S. Blumberg NASA/Library of Congress Chair in Astrobiology. This is a residential fellowship and the chair is expected to be in full-time residence (for up to 12 months) at the Kluge Center while conducting research at the Library of Congress. During this time, the chair will receive a stipend of \$13,500 per month. Scholars worldwide may apply. Visit the library's website for more details. Contact: John W. Kluge Center; (202) 707-3302; [scholarly@loc.gov](mailto:scholarly@loc.gov); <http://www.loc.gov/loc/kluge/fellowships/NASA-astrobiology.html>

**December 31: Social and behavioral sciences.** Applications for the Beyster, Kelso, and George S. Pillsbury Fellowships and related fellowships for the 2016-2017 academic year for the study employee stock ownership, profit sharing, and broad-based stock options in the U.S. corporation and in society, and the idea and practice of broadened ownership of capital in a democratic society in the United States. The fellowships are open to Ph.D. candidates and postdoctoral scholars and those with professional degrees. Most stipends are for \$25,000 or \$12,500 and are awarded at the scholars' home university or for residency at Rutgers University School of Management and Labor Relations. Submit a 1500-word project description and three references sent separately by the referees in order to apply. For information, please email: [beyster-fellowships@smlr.rutgers.edu](mailto:beyster-fellowships@smlr.rutgers.edu) or [kelso\\_fellowships@smlr.rutgers.edu](mailto:kelso_fellowships@smlr.rutgers.edu). Contact: Rutgers School of Management and Labor Relations; [beysterfellowships@smlr.rutgers.edu](mailto:beysterfellowships@smlr.rutgers.edu); <http://smlr.rutgers.edu/research-and-centers/fellowship-programs>

**January 15: Arts.** Applications for the Terra Foundation's Summer Residency program are due on January 15. The program brings together doctoral scholars of American art and emerging artists worldwide for a nine-week residential program in the historic village of Giverny, France. It encourages independent work while providing seminars and mentoring by senior scholars and artists to foster reflection and debate. Candidates worldwide can apply. Applicants must either be a visual artist with a master's degree or its equivalent at the time of application, or a doctoral candidate researching American art and visual culture or its role in a context of international artistic exchange prior to 1980. Candidates at all stages of doctoral research and writing are welcome to apply. Applicants must be nominated by their dissertation adviser or professor or previous art-school supervisor. Visit the foundation's website for more details. Contact: [tsr@terraamericanart.eu](mailto:tsr@terraamericanart.eu); <http://www.terraamericanart.org/what-we-offer/grant-fellowship-opportunities/terra-summer-residency>

**January 31: Health/medicine.** The American Parkinson Disease Association is accepting applications for the Medical Students Summer Fellowship, which enables medical students to perform supervised laboratory or clinical research. The fellowship is for three months and a stipend of \$4,000 will be provided. Applicants should be full-time medical students in good academic standing at a credited U.S. medical school. Visit the organization's website for more details. Contact: American Parkinson Disease Association; <http://www.apdaparkinson.org/research/medical-students-summer-fellowships>

**February 1: Humanities.** Applications for the John Dana Archbold Fellowship which supports educational exchange between the U.S. and Norway. Fellowships are offered to Americans and Norwegians for a year of graduate, postdoctoral, or professional study or research. Visit the website for more details. Contact: Anne-Brith Berge; (281) 537-6879; [anne-brith@nacchouston.org](mailto:anne-brith@nacchouston.org); <http://noram.no/en/scholarship-americans>

**March 1: Humanities.** The American Philosophical Society Library offers short-term residential fellowships for conducting research in its collections. We are a leading international center for research in the history of American science and technology and its European roots, as well as early American history and culture. A stipend of \$3,000 per month is awarded for a minimum of one month and a maximum of three months. Candidates who live 75 or more miles from Philadelphia may receive some preference. Visit our website for more details. Contact: American Philosophical Society Library; (215) 440-3443; [libfellows@amphilsoc.org](mailto:libfellows@amphilsoc.org); <http://www.amphilsoc.org/grants/library>

**March 11: Health/medicine.** The American Parkinson Disease Association is accepting applications for its Postdoctoral Research Fellowships for the 2016-17 academic year. The fellowships carry grants of up to \$35,000. Applicants must have completed their M.D., O.D., Ph.D., M.D./Ph.D., O.D./Ph.D., or clinical residency program within two years of the onset of the proposed award. Visit the organization's website for more details. Contact: American Parkinson Disease Association; <http://www.apdaparkinson.org/research/postdoctoral-research-fellowships>

**March 11: Health/medicine.** The American Parkinson Disease Association offers the Dr. George C. Cotzias Memorial Fellowships to help young neurologists establish careers in fields relevant to the problems,

causes, prevention, diagnosis, and treatment of Parkinson's disease and related neurological movement disorders. Fellows will receive \$80,000 per year for three consecutive years to cover salary support and research expenses. Applicants be physicians and must be U.S. citizens or permanent residents who are completing, or have completed, training in a clinical discipline concerned with disorders of the nervous system. Applicants should be instructors or assistant professors and should be no more than six years beyond completion of their clinical training at the time of submission. Also, applicants must be sponsored by a nonprofit institution in the U.S. or its territories. Visit the organization's website for more details. Contact: American Parkinson Disease Association; <http://www.apdaparkinson.org/research/dr-george-c-cotzias-memorial-fellowship-application>

**November 1: Humanities.** The American Philosophical Association administers the David Baumgardt Memorial Fellowship to support and disseminate research in the field of ethics. Competition for this fellowship is open to candidates of any nationality, working in any country, whose research has some bearing on the philosophical interests of the late David Baumgardt. The fellowship provides a \$5,000 award. Visit the organization's website for more details. Contact: American Philosophical Association; [prizes@apa-online.org](mailto:prizes@apa-online.org); <http://www.apaonline.org/?baumgardt>

**Business/management (Faculty/Research).** Applications for resident fellowships in the Institute for Global Enterprise in Indiana at the School of Business Administration at the University of Evansville. Contact: <http://www.evansville.edu/globalenterprise>

**Education.** The English Language Fellow Program at Georgetown University, which is funded by the U.S. Department of State, places U.S. educators with a master's degree and an interest in TEFL/TESL or applied linguistics in regions around the world. Fellows provide foreign educators, professionals, and students with the communication and teaching skills needed to participate in the global economy. Fellows must be a U.S. citizen and must have obtained a master's degree. For other eligibility requirements, visit the program's website. Contact: English Language Fellow Program, 3300 Whitehaven Street N.W., Suite 1000, Washington, D.C., 20007; (202) 687-2608; [elf@georgetown.edu](mailto:elf@georgetown.edu); <http://www.elfellowprogram.org/elf>

**Health/medicine.** Applications welcome for the Robert Wood Johnson Clinical Scholars program at the University of Pennsylvania. The program is for two to three years and it provides masters-level interdisciplinary training to scholars to provide them with the necessary skills to improve health and health-care in community settings. Visit the program's website for more details. Contact: <http://www.med.upenn.edu/rwjcsjprogram.shtml>

**Humanities.** Hagley Museum and Library invites applications for the Henry Belin du Pont Research Dissertation Fellowships. These fellowships are designed for graduate students who have completed all course work for the doctoral degree and are conducting research on their dissertation. This is a four-month residential fellowship. A stipend of \$6,500 is provided as well as free housing on Hagley's grounds, use of a computer, mail and Internet access, and an office. The annual deadline is November 15. Visit the library's website for more details. Contact: Hagley Museum and Library; <http://www.hagley.org/library-fellowships>

**Humanities.** The East-West Center is accepting applications for its affiliate scholar program. The program

provides graduate students from universities and institutions worldwide with the opportunity to work on a thesis or dissertation research related to the Asia Pacific region. Affiliate scholars pursue their research in the library and connect with faculty and other scholars and specialists at the East-West Center and the University of Hawaii at Manoa who share their interests. Applicants must be able to provide their own funding. Applications are accepted year round. Visit the center's website for more details. Contact: East-West Center; [affiliatescholar@eastwest-center.org](mailto:affiliatescholar@eastwest-center.org); <http://www.eastwestcenter.org/education/student-programs>

**Humanities.** The Hill Museum and Manuscript Library invites applications for the Swenson Family Fellowships in Eastern Christian Manuscript Studies. The fellowship is open to graduate students or postdoctoral scholars (those who are within three years of being awarded a doctoral degree at the time of application) with demonstrated expertise in the languages and cultures of Eastern Christianity. Awards range from \$2,500 to \$5,000 and residences last from two to six weeks. The deadlines are: April 15 (for residences between July and December of the same year) and November 15 (for residences between January and June of the following year). Visit the library's website for more details. Contact: [hmmfellowships@csbsju.edu](mailto:hmmfellowships@csbsju.edu); <http://www.hmmf.org/research2010/Swenson.htm>

**Humanities.** Applications for the National Endowment for the Arts's Literature Fellowships, which offers \$25,000 grants in prose (fiction and creative nonfiction) and poetry to published creative writers. The grant enables writers to set aside time for writing, research, travel, and general career advancement. The program operates on a two-year cycle with fellowships in prose and poetry available in alternating years. Applicants may apply only once each year. Who may apply: U.S. citizens or permanent residents. Visit the organization's website for more details. Contact: National Endowment for the Arts; (202) 682-5034; [LitFellowships@arts.gov](mailto:LitFellowships@arts.gov)

**Humanities.** The Herzog August Bibliothek is accepting applications for its doctoral fellowships. The program is open to applicants in Germany and abroad and from all disciplines. Applicants may apply for fellowships of either three or six months. The program provides a stipend and accommodations. Applications are due April 1 and October 1 each year. Visit the library's website for more details. Contact: Herzog August Bibliothek; [forschung@hab.de](mailto:forschung@hab.de); <http://www.hab.de/en/home/research/fellowships/doctoral-fellowships.html>

**Humanities.** The National Endowment for the Arts's Translation Projects grants support the translation of specific works of prose, poetry, or drama from other languages into English. Grant amounts are for \$12,500 or \$25,000. Translations of writers and of work that are not well represented in English translation are encouraged. Also, priority will be given to projects that involve work that has not been previously translated into English. Who may apply: U.S. citizens and permanent residents. Visit the organization's website for more details. Contact: National Endowment for the Arts; (202) 682-5034; [LitFellowships@arts.gov](mailto:LitFellowships@arts.gov)

**International.** Applications for the Simons postdoctoral fellowship in disarmament and nonproliferation of weapons of mass destruction and their delivery systems. Contact: Simons Centre for Disarmament and Nonproliferation Research, Research Postdoctoral Fellowship Selection, Simons Centre for Disarmament and Nonproliferation Re-



search, Liu Institute for Global Issues, University of British Columbia, 6476 N.W. Marine Drive, Vancouver, BC V6T 1Z2 Canada; simons.centre@ubc.ca; <http://www.ligi.ubc.ca>

**Science, technology, and math.** The Smithsonian Tropical Research Institute offers short-term fellowships for students to carry out short-term research projects in the tropics in areas of STRI research, under the supervision of STRI staff scientists. The fellows are allotted three months to complete their projects; extensions are awarded only in exceptional circumstances. Most fellowships are awarded to graduate students, but occasionally awards are made to outstanding undergraduates. Applications are due the 15th of January, April, July, and October. Visit the institute's website for additional information. Contact: (507) 212-8031; [fellows@si.edu](mailto:fellows@si.edu); [http://www.stri.si.edu/english/education\\_fellowships/fellowships/index.php](http://www.stri.si.edu/english/education_fellowships/fellowships/index.php)

**Science, technology, and math.** The Smithsonian Tropical Research Institute invites applications for the Earl S. Tupper three-year postdoctoral fellowship in the areas represented by the scientific staff. Research should be based at one of the STRI facilities, however, proposals that include comparative research in other tropical countries will be considered. Applications are due on January 15 of each year. Visit the institute's website for a list of staff and research interests. Contact: Adriana Bilgray; [fellows@si.edu](mailto:fellows@si.edu); [http://www.stri.si.edu/english/education\\_fellowships/fellowships/index.php](http://www.stri.si.edu/english/education_fellowships/fellowships/index.php)

**Science, technology, and math.** Fermilab annually accepts applications for the Peoples Fellowship program, which targets entry-level accelerator physicists, specialists in accelerator technologies, and high-energy physics postdoctoral researchers who are interested in a career in accelerator physics or technology. To be eligible, candidates must either have received a Ph.D. in accelerator physics or accelerator-related technology within the prior three years (postdoctoral experience is not required); or, have received a Ph.D. in high-energy physics or a related field within the prior five years. Candidates are normally expected to have at least three years of postdoctoral experience in high-energy physics or a related field. The annual application deadline is November 1. Visit the program's website for more details. Contact: Fermilab; [http://www.fnal.gov/pub/forphysicists/fellowships/john\\_peoples/index.html](http://www.fnal.gov/pub/forphysicists/fellowships/john_peoples/index.html)

**Science, technology, and math.** The National Research Council of the National Academies offers awards for graduate, postdoctoral, and senior research in residence at U.S. federal laboratories and affiliated institutions. Awards are offered in all fields of science and engineering. Awards include generous stipends, relocation, support for professional travel, and health insurance. Annual submission deadlines are on the first of February, May, August, and November. Visit the organization's website for more details. Contact: (202) 334-2760; [rap@nas.edu](mailto:rap@nas.edu); <http://sites.nationalacademies.org/pga/rap>

**Other.** The American Academy in Berlin welcomes applications for its fellowships from emerging as well as established scholars, writers, and professionals. The duration of the fellowships are usually for an academic semester or an entire academic year. Fellows will receive round-trip airfare, housing at the Academy, partial board, and a stipend each month. Only candidates who are based permanently in the U.S. may apply; however, U.S. citizenship is not required and American expatriates are not eligible. Those in academics must have completed a doctorate at the time of application. Those working in professional fields must have equivalent

professional degrees. Writers must have published at least one book at the time of application. Visit the academy's website for more details. Contact: <http://www.americanacademy.de>

**Other.** The Louisville Institute's theological education doctoral fellowship invites applications from Ph.D./Th.D. students. This fellowship is a two-year nonresidential program. Up to 10 fellowships of \$2,000 a year for two years will be offered. In addition, a colloquium of the 10 doctoral fellows will meet twice during each fellowship year. Applicants must be in their first or second year of doctoral study in an accredited graduate program in the U.S. or Canada. Applicants may represent a variety of disciplines. The annual application deadline is December 7. Visit the website for more information. Contact: Louisville Institute; [info@louisville-institute.org](mailto:info@louisville-institute.org); <http://www.louisville-institute.org/Grants/programs/tedetail.aspx>

**Other.** The Louisville Institute invites applications for its theological education dissertation fellowship. This fellowship offers up to seven \$22,000 grants to support the final year of Ph.D. or Th.D. dissertation writing for students engaged in research pertaining to North American Christianity, especially projects related to the current program priorities of the Louisville Institute. Applicants must be candidates for the Ph.D. or Th.D. degree who have fulfilled all pre-dissertation requirements, including approval of the dissertation proposal, by February 1 of the award year. The annual application deadline is February 1. Visit the website for more information. Contact: Louisville Institute; [info@louisville-institute.org](mailto:info@louisville-institute.org); <http://www.louisville-institute.org/Grants/programs/tedetail.aspx>

**Other.** The Louisville Institute invites applications for its theological education postdoctoral fellowship. This fellowship provides up to five awards of \$25,000 each year to support a two-year teaching internship in a theological school. Applicants must plan to complete their Ph.D. or Th.D. degree in the current academic year. Applicants may represent a variety of academic disciplines. The annual application deadline is December 7. Visit the website for more information. Contact: Louisville Institute; [info@louisville-institute.org](mailto:info@louisville-institute.org); <http://www.louisville-institute.org/Grants/programs/tedetail.aspx>

## MISCELLANY

**October 16: Professional fields.** Architects Foundation, the American Institute of Architects, and the Association of Collegiate Schools of Architecture seek 4-6 eligible teams to join the second cohort of the AIA's Design & Health Research Consortium. The consortium currently includes 11 multi-disciplinary, university-led teams who are independently and collaboratively working at the intersection of design and public health. Over three years, Architects Foundation and its partners will provide capacity building opportunities, communications support, and networking opportunities among other benefits. Visit the organization's website for more details. Contact: Matthew Welker; (202) 626-7531; [matthewwelker@aia.org](mailto:matthewwelker@aia.org); <http://www.aia.org/practicing/AIAB104553>

**March 15: Arts.** Applications are welcome for the 2017 Scientific Delirium Madness, a 29-day residency (June 28 to July 26) at the Djerassi retreat that seeks to explore and expand how the creativity of scientists and artists are connected. Scientists selected must be involved in significant art-related research and/or be practicing a form of art and/or have original ideas on how to integrate aspects of art and science.

Likewise, artists selected must have work influenced by the sciences: biology, chemistry, physics, math, and environmental or agricultural science. A strong sense of play and experimentation is essential. Visit the program's website for more details. Contact: Margot Knight, Djerassi Resident Artists Program; (650) 747-1250; [margot@djerassi.org](mailto:margot@djerassi.org); <http://djerassi.org/scientific-delirium-madness.html>

## GRANTS

**October 27: Health/medicine.** The American Association for Cancer Research (AACR) and the Pancreatic Cancer Action Network are accepting applications for the 2016 Research Grants Program. The Pathway to Leadership Grant supports outstanding early-career investigators beginning in their postdoctoral research positions and continuing through their successful transition to independence. Applicants must hold a full-time, mentored research position, have completed their most recent doctoral degree or medical residency within the past five years, and not already have a full-time faculty position. The grant is for \$600,000 over five years. There are no citizenship requirements. Visit the website for more details. Contact: Ashley S. Jones; (215) 446-7280; [grants@aacr.org](mailto:grants@aacr.org); <http://www.aacr.org/Funding/Pages/2016-pancreatic-cancer-action-network-AACR-research-grants-program.aspx#VgF5l-c5VvKA>

**November 4: Humanities.** The Henry Luce Foundation/ACLS Program in China Studies offers collaborative reading-workshop grants to provide opportunities for scholars of different disciplines to share in-depth investigation of texts that are essential points of entry to Chinese periods, traditions, communities, or events in contemporary or historical times. The grants are of up to \$15,000. Workshops must be held between June 1, 2016 and September 2017. Each member of the organizing team must hold a Ph.D. from a university in the U.S. or Canada, or be a U.S. or Canadian citizen with a Ph.D. from any university. Workshops must be held at a location in the U.S. or Canada. Graduate students are welcome to participate. Visit the organization's website for more details. Contact: American Council of Learned Societies; [chinastudies@acsls.org](mailto:chinastudies@acsls.org); <http://www.acsls.org/programs/china-studies>

**November 4: Humanities.** The American Council of Learned Societies is accepting proposals for the Comparative Perspectives on Chinese Culture and Society grants. ACLS invites proposals in the humanities and related social sciences that adopt an explicitly cross-cultural or comparative perspective. The program supports three types of collaborative work: planning meetings, workshops, and conferences. The principal organizer must be affiliated with a university or research institution and must hold a Ph.D. There are no restrictions as to citizenship of participants or location of the project. Visit the organization's website for more details. Contact: American Council of Learned Societies; [ckk@acsls.org](mailto:ckk@acsls.org); <http://www.acsls.org/programs/chinese-culture>

**November 4: Humanities.** The Henry Luce Foundation/ACLS Program in China Studies offers pre-dissertation-summer travel grants to graduate students who wish to conduct preliminary preparations in China prior to beginning basic research for the dissertation. The grant amount is \$5,000 for three to four months of study. Applicants must be enrolled in a Ph.D. program at a university in the U.S. or Canada, and must contain a letter from the dissertation supervisor stating the need for a summer visit to China

prior to dissertation research. Visit the organization's website for more details. Contact: American Council of Learned Societies; [chinastudies@acsls.org](mailto:chinastudies@acsls.org); <http://www.acsls.org/programs/china-studies>

**December 1: Humanities.** The American Philosophical Society is accepting applications for the Franklin Research Grants, which support the cost of research leading to publication in all areas of knowledge. The Franklin program is particularly designed to help meet the cost of travel to libraries and archives for research purposes; the purchase of microfilm, photocopies or equivalent research materials; the costs associated with fieldwork; or laboratory research expenses. Applicants are expected to have a doctorate or to have published work of doctoral character and quality. Ph.D. candidates are not eligible to apply. Awards range from \$1,000 to \$6,000. Deadlines are October 1 and December 1. Visit the organization's website for more details. Contact: Linda Musumeci; <http://www.amphilsoc.org/grants/franklin>

**February 1: Science, technology, and math.** The Lewis and Clark Fund for Exploration and Field Research in Astrobiology is open to graduate students and postdoctoral and junior scientists (five years or fewer beyond the Ph.D.) to support the cost of travel and equipment in field research in, among others, the fields of astronomy, chemistry, evolutionary biology, microbiology, molecular biology, oceanography, paleontology, and planetary science, and geology. Grants will not be restricted to these fields. The maximum award is \$5,000. The deadline for these grants is February 1, however letters of support are due January 29. Contact: Linda Musumeci; (215) 440-3429; [LMusumeci@amphilsoc.org](mailto:LMusumeci@amphilsoc.org); <http://www.amphilsoc.org/grants/astrobiology>

**March 1: Humanities.** Applications to the Phillips Fund of the American Philosophical Society for grants to fund research in Native American linguistics, ethnohistory, and the history of studies of Native Americans in the continental United States and Canada. The funds are intended for such extra costs as travel, tapes, films, and consultants' fees. The maximum award is \$3,500; average award is \$3,000. Materials are archived in the American Philosophical Society Library. Visit the website for more details. Contact: Linda Musumeci; (215) 440-3429; [LMusumeci@amphilsoc.org](mailto:LMusumeci@amphilsoc.org); <http://www.amphilsoc.org/grants/phillips>

**March 11: Health/medicine.** The American Parkinson Disease Association is offering research grants for the 2016-17 academic year. Scientists affiliated with U.S. research institutions are eligible to apply. The grant amount is \$50,000. Visit the organization's website for more details. Contact: American Parkinson Disease Association; <http://www.apdaparkinson.org/research/research-grant>

**May 25: Health/medicine.** The National Institutes of Health is accepting applications for the Mentoring Networks for Mental Health Research Education program. This funding opportunity encourages the development of creative educational activities with a primary focus on mentoring activities, and in particular, mentoring networks. Networks may be national, regional or local. All proposed networks should provide significant new opportunities and should comprise efforts beyond any ongoing mentoring, networking, or research education within academic programs, institutions, or pre-existing networks or educational collaborations among institutions. Participants in proposed mentoring networks are limited to graduate/medical students, medical residents,

postdoctoral scholars, and/or early-career faculty. Proposed networks are expected to enhance the participants' professional development and to foster their career trajectory towards independent mental-health research. Proposed programs are thus expected to contribute to the development of a skilled cadre of investigators in requisite scientific research areas to advance the objectives of the NIMH Strategic Plan. Who may apply: higher education institutions, nonprofits, for-profit organizations, governments, and other institutions (visit the website for a list). Contact: National Institutes of Health; <http://www.grants.gov/view-opportunity.html?opId=260868>

**Academic affairs.** Scholars for Peace in the Middle East is pleased to announce small grant awards for papers to be delivered at academic conferences, with a purpose to help encourage young scholars to make scholarly contributions at the beginning of their academic careers. Applicants should submit: a curriculum vitae; a paper proposal; the name and discipline of the conference where the paper will be delivered; and, if possible, the theme of the panel or session which will incorporate the presentation. Papers must be submitted using the online application form. Visit the website for more details. Contact: Asaf Romirowsky; [Aromirowsky@spme.org](mailto:Aromirowsky@spme.org); <http://spme.net/fellowship.html>

**Arts.** The Center for Craft Creativity & Design accepts applications for its Travel Grants year-round. Scholars invited to present craft-focused papers at any scholarly conference will be awarded up to \$500. The deadlines for applications are April 30 and October 30. Visit the center's website for application instructions. Contact: Anna Helgeson, grants and office coordinator; (828) 785-1357 ext. 102; [ahelgeson@craft-creativitydesign.org](mailto:ahelgeson@craft-creativitydesign.org); <http://www.craftcreativitydesign.org/grants/craft-research-fund>

**Business/management (Faculty/Research).** The Investment Management Consultants Association invites proposals for its doctoral student-research grants. Proposals are accepted that examine recent research on topics relevant to investment consulting and private-wealth management. A list of topics is available on the journal's website. Doctoral students will receive a \$5,000 award. Contact: Debbie Nochlin, managing editor; [dnochlin@imca.org](mailto:dnochlin@imca.org); <http://www.imca.org/pages/doctoral-student-research-grants>

**Health/medicine.** Applications from researchers for the California Breast Cancer Research Program, administered by the University of California, to advance an understanding of the factors that contribute to breast cancer. Contact: (888) 313-2277; <http://cbrp.org>

**Humanities.** The Hill Museum and Manuscript Library invites applications for research stipends of up to \$2,000. The stipends may be used to defray travel costs, room and board, microfilm reproduction, photo-duplication and other expenses associated with research at HMML. Residencies may last from two weeks to six months. Undergraduate, graduate, and postdoctoral scholars (those who are within three years of completing a terminal master's or doctoral degree) may apply. The deadlines are: April 15 (for study between July and December of the same year) and November 15 (for study between January and June of the following year). Visit the library's website for more details. Contact: [hmml@csbsju.edu](mailto:hmml@csbsju.edu); <http://www.hmml.org/research2010/heckman10.htm>

**Humanities.** Hagley Museum and Library invites applications for

*Continued on Following Page*



# THE CHRONICLE OF HIGHER EDUCATION

CHAIRMAN (EDITOR 1966-97) Corbin Gwaltney
<b>EDITOR</b> Liz McMillen
<b>DIRECTOR OF DIGITAL PRODUCTS &amp; MANAGING EDITOR</b> Scott Smallwood
<b>EDITOR, THE CHRONICLE REVIEW</b> Evan R. Goldstein
<b>EDITOR, VISUALS</b> Ron Coddington
<b>DEPUTY MANAGING EDITORS</b> Alexander C. Kafka (The Chronicle Review), Heidi Landecker (Copy and Production), Jennifer Ruark (The Chronicle Review & Supplements)
<b>ASSISTANT MANAGING EDITOR</b> Sara Hebel
<b>ARTICLES EDITORS</b> Andrew C. Mytelka, Don Troop
<b>SENIOR EDITORS</b> Ruth Hammond, Charles Huckabee, Sara Lipka, Denise K. Wagner, Carolyn Mooney, Brock Read, Ian Wilhelm, Jeffrey R. Young
<b>SENIOR EDITOR, COMMENTARY</b> Dianne Donovan
<b>SENIOR EDITOR, THE CHRONICLE REVIEW</b> Jean Tamarin
<b>SENIOR EDITORS, COPY</b> Mitchell Gerber, Sarah H. Henderson
<b>CONTRIBUTING EDITOR</b> Jeffrey J. Selingo
<b>SENIOR WRITERS</b> Tom Bartlett, Lawrence Biemiller, Goldie Blumenstyk, Scott Carlson, Karin Fischer, Eric Hoover, Beth McMurtrie, Peter Schmidt, Robin Wilson, Brad Wolverton
<b>SENIOR REPORTERS</b> Dan Berrett, Paul Basken, Kelly Field, Lee Gardner, Jennifer Howard, Audrey Williams June, Katherine Mangan, Marc Parry, Jack Stripling, Beckie Supiano, Paul Voosen
<b>BOOKS EDITOR</b> Nina C. Ayoub
<b>ASSISTANT EDITOR</b> Eugene McCormack (Commentary), Karin Meadows (Insights)
<b>STAFF REPORTERS</b> Eric Kelderman, Steve Kolowich, Vimal Patel
<b>CONTRIBUTING WRITER</b> Kevin Carey
<b>STAFF EDITOR</b> David Wescott (The Chronicle Review)
<b>EDITORIAL ASSOCIATE</b> Anaïs Strickland
<b>INTERNS</b> Sarah Brown, Mary Ellen McIntire, Kate Stoltzfuz, Ellen Wexler
<b>CORRESPONDENTS</b> <b>U.S.</b> Peter Monaghan (Washington) <b>OVERSEAS</b> Karen Birchard and Jennifer Lewington (Canada), Paul Hockenos, Aisha Labi (Europe), Ursula Lindsey (Middle East), David McNeill (Japan, North Korea, South Korea), Anna Nemtsova (Former Soviet Union)
<b>SENIOR ART DIRECTOR</b> Scott Seymour <b>PHOTOGRAPHY &amp; VIDEO EDITOR</b> Rose Engelland <b>SENIOR EDITOR, DATA &amp; INTERACTIVES</b> Joshua Hatch <b>ASSISTANT PHOTOGRAPHY &amp; VIDEO EDITOR</b> Erica E. Lusk <b>PRODUCTION MANAGER</b> Jasmine Stewart <b>ART DIRECTOR</b> Sue LaLumia <b>MULTIMEDIA PRODUCER</b> Julia Schmalz <b>SENIOR INTERACTIVE NEWS PRODUCER</b> Brian O’Leary <b>DATA DEVELOPER</b> Meredith Myers <b>NEWS DESIGNER</b> Janeen Jones <b>WEB EDITOR</b> Nicholas DeSantis <b>WEB PRODUCER</b> Carmen Mendoza <b>WEB NEWS WRITER</b> Andy Thomason <b>DATABASE REPORTERS</b> Ariana Giorgi, Sandhya Kambhampati, Peter Olsen-Phillips
<b>EDITORIAL AND BUSINESS OFFICES</b> 1255 Twenty-Third Street, N.W., Washington, D.C. 20037; (202) 466-1000 <b>CUSTOMER SERVICE</b> P.O. Box 16359, North Hollywood, CA 91615; (800) 728-2803; circulation@chronicle.com <b>HOW TO SUBSCRIBE</b> http://chronicle.com/subscribe; (800) 728-2803 <b>RECRUITMENT ADVERTISING</b> (202) 466-1050 <b>CORPORATE CLIENT SALES OFFICES</b> New York (212) 758-5293 London 011 44 1582 620 656 San Francisco (925) 855-1910 Washington (202) 466-1080

CEO & EDITOR IN CHIEF Michael G. Riley
<b>PUBLISHER</b> Mireille Grangenois
<b>CHIEF FINANCIAL OFFICER</b> William J. Peyser
<b>CHIEF, HUMAN RESOURCES &amp; ADMINISTRATION</b> Lisa A. Birchard
<b>CHIEF TECHNOLOGY OFFICER</b> Don Sargent
<b>GENERAL MANAGER, ONLINE</b> Ken Sands
<b>ASSOCIATE PUBLISHER</b> Harvey W. Hill Jr. <b>MANAGING DIRECTOR, RECRUITMENT</b> Stacy Ward <b>MANAGING DIRECTOR, GLOBAL RELATIONS</b> Joe Avison (London) <b>ACCOUNT MANAGERS, CORPORATE CLIENT</b> Erica Bergin (New York), Gerry Kiernan (Sales), Christopher Leighton (San Francisco), Omar Olson (Far East) <b>DIRECTORS</b> Gwen Gaiser (Production), Michael MaLoon (Sales & Operations) <b>ASSISTANT PRODUCTION MANAGER</b> Christian Vazquez <b>COLLEGE AND UNIVERSITY RELATIONS MANAGERS</b> Richard Lewis, Hubert Telesford <b>UNIVERSITY RELATIONS ACCOUNT EXECUTIVE</b> Christophe Boussard <b>SENIOR TEAM LEAD, INSIDE ADVERTISING</b> Jennifer Williams <b>INSIDE ADVERTISING SALES ASSOCIATES</b> Cierra Cox, Charles Rodgers, Sam Speicher, Gary Stallings <b>AGENCY AND PRODUCTION ASSOCIATE</b> Mina Ayazi, Angela Washington <b>PRODUCTION ASSOCIATE</b> Charda Stallings
<b>DIRECTOR, BUSINESS DEVELOPMENT STRATEGY</b> Craig Dixon
<b>MANAGING DIRECTOR, AUDIENCE DEVELOPMENT &amp; CIRCULATION</b> Gwen Vargo <b>DIRECTOR</b> Erin Ortolan (Marketing & Digital Strategy) <b>MANAGERS</b> Ericka J. Fredericks (Subscription), Elizabeth Kennedy (Subscription Account), Shawn Fegley (Market Research), Allyson Shriner (Audience Development Marketing) <b>AUDIENCE DEVELOPMENT MARKETING SPECIALIST</b> Sara Davis <b>SUBSCRIPTION SALES ASSOCIATE</b> Katherine Tubridy
<b>SENIOR DIRECTOR</b> Lisa Sherr (Hiring Solutions) <b>DIRECTORS</b> Jen Diorio (Sponsor & Branding Programs), Nick Findlay (Marketing Communications) <b>SENIOR ACCOUNT EXECUTIVE, CORPORATE CLIENT SERVICES</b> Holly Horner <b>SENIOR MANAGERS</b> Rachel Sylvester (Conference & Events), Ginnie Titterton (Public Relations) Tunde Wackman (Marketing) <b>MANAGERS</b> Leah Bryce (Community), Carl Cox (Creative Services) Kate Malone (Marketing Strategy), Toks Oriola (Product) <b>GRAPHIC DESIGNER</b> Amaya Beltran <b>COPYWRITER</b> Angie Walls <b>MARKETING SPECIALISTS</b> Nadia Dawood, Kate Jackson (Email) <b>COPYWRITER CONFERENCE &amp; EVENTS COORDINATOR</b> Andrew Bowen <b>MARKETING INTERN</b> Rachel D’Ruan
<b>DIRECTOR OF ACCOUNTING</b> Samuel Eziemefe <b>ACCOUNTS RECEIVABLE MANAGER</b> Mitchell Londres <b>PAYROLL MANAGER</b> Anne St. Vil <b>ACCOUNTING ASSOCIATES</b> Alice Chang, Nickole Cotton, Bonnie Gaskins, Harry Kang <b>ACCOUNTING ASSISTANT</b> Maria Hilario
<b>OFFICE &amp; FACILITIES MANAGER</b> Christopher Braman <b>ASSISTANT OFFICE MANAGER</b> Richard Felder <b>FACILITIES SPECIALIST</b> Rene Baldonado <b>OFFICE ASSISTANT</b> Joyce Phinisee <b>SENIOR HUMAN RESOURCES MANAGER</b> Leighann Ransom <b>HUMAN RESOURCES GENERALIST</b> Wendy Min
<b>DIRECTORS</b> Matthew Bassow (Digital Platform), Greg Channel (Product Engineering), Kimler Corey (Product Development and Architecture), Tim Froemling (Digital Products), Cynthia J. Kennedy (Information Systems), Valerie Owens (Business Solutions), Steve Smith (Publishing Platform), Robert Watson (User Experience) <b>SENIOR CRM ADMINISTRATOR</b> Betsy Barefoot <b>BUSINESS SOLUTIONS ANALYST</b> Jummy Sanni <b>SYSTEM ARCHITECT</b> Kristopher Doyen <b>DEVELOPMENT OPERATIONS ENGINEERS</b> Jeff Bruns, Matt Lyndaker <b>MANAGERS</b> Robert Boggs (Computer Support), Ralph Gioseffi (Print Production), Mathew Good (Product Engineering), Kerry Mitchell (Application Development), Kenneth Moir (Network) <b>SENIOR QUALITY ASSURANCE ANALYST</b> Murali Thota <b>SENIOR USER EXPERIENCE DESIGNER</b> Marcy Walker <b>SOFTWARE ENGINEERS</b> Patryk Kruk, Samson Ondiek (Vitae), Paul Orejimi, Adrian Padilla <b>WEB DEVELOPERS</b> Joseph Clark, Don Liggett, Ben Pilkerton <b>FRONT-END WEB DEVELOPERS</b> Jon Davenport, Gabriel Rivera (Vitae) <b>NETWORK &amp; SYSTEMS ADMINISTRATOR</b> Mike Fernandez <b>SENIOR SPECIALIST</b> John Ready (Technology) <b>SPECIALISTS</b> Jacques A. Benovil (Computer Support), Robert McGrath (Production and Color), Jojo Mendoza (Publishing Platform), Brenda Stewart (Computer Support), Niki Turner (Vitae)

The Chronicle of Higher Education (ISSN 0009-5982) is published weekly except every other week June through August, the last two weeks in December and the first week in January, 43 times a year at 1255 Twenty-Third Street, N.W., Washington, D.C. 20037. Subscription rate: \$91.00 per year. Periodicals postage paid at Washington, D.C., and at additional mailing offices. Copyright © 2015 by The Chronicle of Higher Education, Inc. The Chronicle of Higher Education® is a registered trademark of The Chronicle of Higher Education, Inc. Registered for GST as The Chronicle of Higher Education, Inc. GST No. R-129 572 830. Postmaster: Send address changes to The Chronicle of Higher Education, P.O. Box 16359, North Hollywood, CA 91615. Digital edition provided by Texterity (http://www.texterity.com). Member, Alliance for Audited Media.



*Continued From Preceding Page*  
the Henry Belin du Pont Research Grants, which enable scholars to pursue advanced research and study in the library, archival, pictorial, and artifact collections of the Hagley Museum and Library. The grants are awarded for the length of time needed to make use of Hagley collections for a specific project. Stipends are for a maximum of eight weeks and are pro-rated at \$400/week for recipients who reside more than 50 miles from Hagley, and \$200/week for those within 50 miles. Low-cost accommodations on Hagley’s grounds are available on a first come, first serve basis. Application deadlines are: March 31, June 30, and October 31. Visit

the library’s website for submission details. Contact: Hagley Museum and Library; http://www.hagley.org/library-researchgrants  
**Humanities.** Hagley Museum and Library invites applications for its Exploratory Research Grants, which support one-week visits by scholars who believe that their project will benefit from the Hagley research collections but need the opportunity to explore them on site to determine if a Henry Belin du Pont research grant application is warranted. Applicants should reside more than 50 miles from Hagley. The stipend is \$400. Low-cost accommodations on Hagley’s grounds are available on a first come, first serve basis. Application deadlines are: March

31, June 30, and October 31. Visit the library’s website for submission details. Contact: Hagley Museum and Library; http://www.hagley.org/library-exploratorygrant  
**Humanities.** Applications for “French Authors on Tour,” for financial aid to American institutions wishing to invite and play host to French authors for readings, signings, and symposia, from the book department of the cultural services of the French Embassy. Contact: French Embassy in the U.S.; http://frenchculture.org/books/grants-and-programs/french-authors-tour  
**International.** Applications from the International Education Research Foundation for grants for research on international educational systems. Both individuals

and institutions may apply. Visit the foundation’s website for more details. Contact: International Education Research Foundation; (310) 258-9451; kdickey@ierf.org; http://www.ierf.org  
**Professional fields.** The National Academy of Arbitrators’ Research and Education Foundation (REF) supports research and education relevant to labor and employment arbitration. The REF welcomes grant applications up to \$25,000 for any of the purposes listed under the REF tab of the homepage of the NAA website. Applications are processed as received and considered for funding in June and October. Contact: Allen Ponak; (403) 217-9856; http://www.naarb.org

**Science, technology, and math.** Applications are accepted for the Whitaker International Fellows and Scholars Program. The program sends biomedical engineers anywhere outside the U.S. or Canada to conduct academic or scientific research, pursue coursework, or intern. Other options are possible. Applicants must be U.S. citizens or permanent residents; be in the field of biomedical engineering/bioengineering or a closely related field; be enrolled or have received their most recent degree within the last three years; and have the language ability to carry out the proposed project in the host country at the time of departure. Fellows go abroad for one academic year and must hold a bachelor’s degree by the beginning date of the grant, or be in or recently completed a master’s degree, or be in a Ph.D. program, or currently employed with the most recent degree no higher than a master’s. Scholars go abroad for one semester or up to two academic years and should have a Ph.D., or will be awarded a Ph.D. before the beginning of the grant. Visit the program’s website for more details. Contact: http://www.whitaker.org

**Science, technology, and math.** The John Nolen Research Fund provides assistance to scholars to conduct research in the John Nolen Papers and allied collections in the Division of Rare and Manuscript Collections of the Cornell University Library. Any qualified researcher interested in the history of city and regional planning before 1950 with a project that can be augmented by using the Nolen Papers is eligible to apply. The amount of the award varies according to the needs of the projects and the number of projects supported. Awards are intended to provide only partial support for any project. Affiliation with Cornell University is not necessary, and the award carries no formal affiliation with the university. Researchers may apply more than once. Applications are due annually by April 30; awards will be made by May 31 for support to begin on July 1. Research must be completed within one year. Visit the library’s website for more details. Contact: Liz Muller; (607) 255-3530; edm29@cornell.edu; http://rmc.library.cornell.edu/collections/john\_nolen\_research\_fund.php

**Science, technology, and math.** Applications for the Whitaker International Summer Program, which provides funding for U.S. bioengineers and biomedical engineers to continue their existing master’s and Ph.D. work abroad. Summer grantees go abroad for eight weeks between June 1 and August 31. Grantees must hold a bachelor’s degree by the beginning date of the grant, be enrolled in a BME or BME-related master’s or Ph.D. program, or be a recent recipient of a master’s degree in BME or a BME-related field. Applicants must be U.S. citizens or permanent residents. Visit the program’s website for additional information. Contact: http://www.whitaker.org

**Social and behavioral sciences.** The Institute for Humane Studies at George Mason University is accepting applications for the Friedman Faculty Fund, which awards grants of up to \$5,000 to full-time faculty and teaching fellows in the U.S., U.K., or Canada for education-enhancement activities designed to engage undergraduate and master’s students with the ideas of liberty, beyond the classroom. Applications are accepted on a year-round, rolling basis, however applicants are encouraged to apply by December 15 for spring activities, April 15 for summer activities, and August 15 for fall activities. Visit the institute’s website for more details. Contact: Institute for Humane Studies; FriedmanFund@theihs.org; http://www.theihs.org/friedman-faculty-fund



# Careers

How to Place a Job Announcement A36 | Index A59  
On the Web 8,847 Positions Available



Join Vitae, the first  
online career hub just  
for higher education

Chronicle**Vitae**.com

## How to Help Students in Distress

**W**HEN STUDENTS break down in tears in your office and share their anguish, how are you supposed to respond? Most faculty members aren't trained to deal with students experiencing emotional distress, so befuddlement is understandable, as a blogger calling herself DrMellivora noted in a post titled "I'm Your Professor, Not Your Therapist!" on the blog Tenure, She Wrote. She wondered what you should do: "Politely ignore? Offer Kleenex? Ask details?"

When students shared more serious psychiatric crises with her, she felt unprepared: "Should I have reached out sooner, to find out why he wasn't turning assignments in? This doesn't really seem like something you should learn through trial and error!"

"It's kind of sad," DrMellivora wrote, "that I spent so many years preparing for the mechanics of a position like this, yet have no idea what to

do in these emotional situations that have the potential to have real, long-term impacts on

students." She's a good educator, and she's concerned.

Her confusion is not unusual. After all, professors in fields outside of psychiatric caregiving are not trained to give psychiatric care. Why should she have known what to do? As the title to her post suggests, this work is not her job.

But as educators, we are on the front lines of students' mental-health issues, and we are often called upon to listen to what may be shocking revelations from our students — about their mental health, trauma, or both. And if you are a graduate teaching assistant or an adjunct, teaching lower-level classes and small sections, you are more likely to receive such revelations, as you might be the only instructor who knows a student's name.

These days students appear to be more at risk of a mental-health crisis. A recent study by researchers at the University of California at Los Angeles found that nearly 10 percent of freshmen in 2013 reported feeling depressed "frequently," compared with 6.1 percent in 2009. The consequence, according to the UCLA research, is "that students with lower levels of emotional health wind up being less satisfied with college and struggle to develop a sense of belonging on campus."

Given the likelihood that you will encounter a student in distress, and are not an expert in counseling, what should you do?

I spoke with Ruth Ann McKinney, who is trained in both law and counseling, and is a clinical professor of law emeritus at the University of North Carolina School of Law. Here is her advice.

**Be gentle with yourself.** McKinney recognizes that faculty members are often unprepared to deal with the surprise of a student in distress. "We are geared toward interacting with students on an intellectual basis," she says. "We are eager and ready for a cognitive discussion of the subject matter of our courses. But when a student expresses strong emotions of any kind in our office, it often catches us off guard." And that can make us even less willing to listen: "Few people like to be surprised in any social interaction, and being surprised by a student who becomes emotional (veering away from the cognitive, which we more often expect) is no exception. It is, at best, disconcerting. At worst, it can be alarming."

Although you should ensure that a student leaves your office safely, you can set boundaries. "As an adult in the student's environment, and as a concerned educator," McKinney says, "you probably have a moral responsibility to assess how big a crisis the student is in and to make sure that the student is safe."

But ensuring a student's safety does not require that you sacrifice your own mental health: "You don't have to solve the student's problems, and you don't have to be the only one who gets in on the discussion. Also, you don't ever have to pursue a conversation that you are not comfortable pursuing."

Indeed, she says, it is OK if "you are a person who is not comfortable with other people's feelings, or if you don't have time to deal with an emotional situation right now." You just need to communicate that to the student: "Tell the student that in as nonjudgmental and kind a way as you can."

McKinney suggests some language you might use in this case: "I can see that you are in a very tough situation, and I appreciate your sharing your feelings with me. It is understandable that you are upset. I am not very good at handling strong feelings, but I know a better listener than me. I'm going to give X a call now and see if we can walk down to his office together."

If you are thrown by a student's emotional outpour, that is OK. Everyone has different strengths. Don't beat yourself up. Just know whom to ask for help.

**Vitae**

For Your Academic Life

**Know whom to ask for help.** "Every wise educator should anticipate that, at some point, he or she will have a student who is emotionally distraught in the educator's office," McKinney says. "The smart thing to do is to have a strategy in place for situations that go beyond what you know your tolerance for emotional discussions to be." If your tolerance is low, you need some numbers on speed dial.

Before the semester starts, McKinney suggests, figure out who your contact should be. Then "drop by that person's office and introduce yourself and confirm how that person would like you to handle a situation involving a student who is upset." That way you have a plan in place when an emergency arises.

You need to know when to dial that number. "We teach people, not automatons," McKinney says. "People have emotions. As educators, we are sometimes in a position to help students grow in healthy ways at a crossroads in their lives." But "we are not therapists," she added. "We are not the police, we are not family, and we need to recognize our limitations." When you hit your limit, use that phone number.

**Mind the red flags.** Red-flag moments are the ones when you definitely need to ask for help. McKinney lists some important ones to watch out for.

- Psychological distress: "Do not try to make a psychological assessment if a situation looks remotely odd to you," she says. "Instead, tell the student you care about him or her enough to make sure he or she gets the help needed." Then make the referral you rehearsed ahead of time.

- Confidentiality: "If a student says, 'May I tell you something in confidence?,' you can warmly respond, 'It sounds like you have something important on your mind. I would be honored to listen ... but I can't promise confidentiality. If what you tell me puts you or someone else in danger, then out of concern for you, we will need to involve someone who can help.'"

- Isolation: "Do not get involved in emotional discussions alone with a student at a time when your building is not well occupied," McKinney advises. "Instead, make the referral quickly and early, or ask the student to come back tomorrow."

- Suicide: "Do not be afraid to ask the suicide question. If a student seems extraordinarily upset or depressed, you can and should ask, 'Have you had thoughts about suicide?' You will not put the idea in the student's head. Most suicidal individuals will answer honestly. Follow your instincts. If you remain concerned, make the referral in a genuine and compassionate way."

Most important, McKinney says, "do not make a student feel guilty or inadequate for having shown emotions in your office. We are all human." ■

*Katie Rose Guest Pryal is a Vitae columnist and former clinical associate professor of law at the University of North Carolina at Chapel Hill who specializes in higher education, mental health, and social-justice issues.*



### JOBS

#### FACULTY POSITIONS

Humanities  
A39-A40

Social & behavioral sciences  
A41-A42

Science, technology, & mathematics  
A42-A45

Professional fields  
A46-A51

#### ADMINISTRATIVE POSITIONS

Academic affairs  
A49-A51

Student affairs  
A50-A51

Business affairs  
A52

Deans  
A53-A55

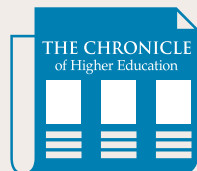
#### EXECUTIVE POSITIONS

Presidents  
Chancellors  
Provosts  
A56-A59



# THE CHRONICLE OF HIGHER EDUCATION Careers

## Reach the Best Candidates through the Most Trusted Source in Academe



**The Chronicle**  
reaches 240,000 total  
print and digital  
readers weekly.



**Chronicle.com**  
reaches 1.8 million  
unique visitors  
monthly online.



**ChronicleVitae.com**  
The only online  
career hub for higher  
education with over  
500K members.

### Hiring Solutions

## Your Best Connection to Global Talent

**PRINT | ONLINE | SOCIAL MEDIA**

The Chronicle's multichannel media solutions enable you to reach all levels of talent worldwide, including:

- › 100,000 subscribers who receive The Chronicle's job alerts
- › Job seekers on our 10 Diversity Network, Health & Medical Network, and IT Network sites
- › Access to Vitae users from over 4,000 institutions

**The Chronicle helps fill  
thousands of jobs on campuses  
every year.**

**Make sure your latest job  
opening is one of them.**



Learn more at **Careers.Chronicle.com**

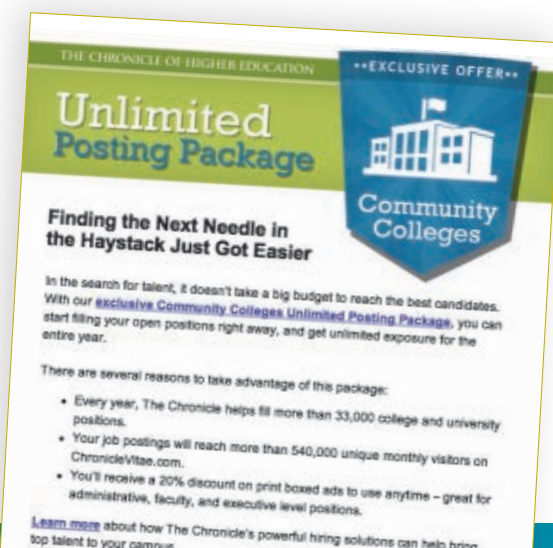
### Community Colleges Unlimited Package

## Community Colleges 365 Days of Unlimited Job Postings

Exclusively for community colleges, The Chronicle enables you to post an unlimited number of open positions to the most engaged audience in higher education, all year long. Plus, you'll receive a **20% discount** on print boxed ads — great for executive, administrative, and faculty positions.

**Get started today. To take advantage  
of this package contact**

**(202) 466-1050 or [jobs@Chronicle.com](mailto:jobs@Chronicle.com)**



## Get an Inside Look at the Trending Diversity Issues on Campus

Check out The Chronicle's latest knowledge resource, where you'll find news, data, reports, and other valuable resources offering deep insight into diversity in higher education.

**[Chronicle.com/Diversity](http://Chronicle.com/Diversity)**




### Client Success Stories



“Getting a university's message in print in [The Chronicle] provides almost infinite exposure to those who are shaping education for the future.”

**Cathy Cole**  
Director of Marketing,  
University of North Florida





**Suffolk University**  
College of Arts and Sciences

The College of Arts and Sciences at Suffolk University offers a wide array of programs at the undergraduate and graduate levels, including accelerated and dual degree options. Our curriculum allows students time to explore programs of study that reflect their personal interests and talents while helping them develop specialized knowledge and skills. Students find many opportunities to combine their academic interests with hands-on experience through internships, service learning, and a broad range of extra-curricular activities.

Our faculty of teacher-scholars are committed to working closely with their students in small classes to provide individual attention while encouraging open, independent thinking and an appreciation of diverse cultures, perspectives, and peoples. We seek applicants who embrace interdisciplinary and innovative approaches to teaching for the following faculty positions for the 2016-2017 academic year:

- **Biology:** Tenure-track assistant professor (medical microbiology; December 1)
- **Chemistry & Biochemistry:** Tenure-track assistant professor (physical chemistry; December 1)
- **Communication and Journalism:** Non-tenure-track practitioner (PR/social media; December 1)
- **English:** Tenure-track assistant professor (British literature; November 30)

- **Economics:** Tenure-track assistant professor (statistics/applied research focus; November 15)
- **Government:** Tenure-track assistant professor (public policy; December 1)
- **Graphic Design:** Tenure-track assistant professor (graphic design; December 1)
- **Theatre:** Non-tenure-track assistant professor of practice (December 1)

Positions require completion of a doctoral degree (or the appropriate terminal degree in the field) by July 1, 2016. Suffolk University is committed to building a diverse and inclusive community of students, faculty, and staff.

To apply, please visit  
**<http://jobs.suffolk.edu>**  
All positions are contingent upon funding.  
*An equal opportunity employer*



**MILLIKIN UNIVERSITY**

### MULTIPLE FACULTY POSITIONS

Millikin University seeks colleagues to join our faculty who are passionate about fostering learning and who are devoted to excellence in teaching, scholarship, and national leadership in Performance Learning. Performance Learning at Millikin grows from the vision of the university's founder, James Millikin, to create an institution that offers students the best of the liberal arts tradition in partnership with the best of applied and technical studies. This institutional culture guides students in developing habits, skills, and values characterized by continuous learning, effective collaboration, critical, disciplined inquiry, self-assessment, and engaged, reflective practice.


Millikin welcomes applications for the positions described below from individuals looking for an academic career that will contribute to the ongoing development of a distinctive and innovative approach to undergraduate learning. Please view a complete description and qualifications for each position at [millikin.edu/employment](http://millikin.edu/employment).

- Assistant Professor or Instructor of Biology
- Assistant Professor of Communication
- Assistant Professor of Political Science
- Assistant Professor of Sociology
- Assistant Professor of Musicology/Ethnomusicology
- Assistant Professor/Instructor of Athletic Training and Sport Management
- Assistant Professor of Sport Management and Recreation
- Two Assistant/Associate Professors in the School of Nursing


Qualified applicants should send a letter of application, current curriculum vita, brief teaching philosophy, statements of research interests, evidence of teaching excellence, and three letters of recommendation to [millikin.edu/employment](http://millikin.edu/employment). Employment and first day of work is contingent upon successful completion of background check. Millikin University is an equal opportunity employer. Women and minorities are encouraged to apply.

**Acting:** Carnegie Mellon University School of Drama, a professional BFA acting conservatory program, seeks a full time Acting teacher at the level of Assistant Professor (Tenure Track). Ideally, applicants should have at least five years teaching experience,

an MFA in an appropriate field plus substantial professional acting credits. Candidates should be able to teach a range of acting styles and methodologies and support collaborative interactions between faculty, staff and students. This position is Pittsburgh-



**UNC CHARLOTTE**  
**STAKE YOUR CLAIM**  
[WWW.UNCC.EDU](http://www.uncc.edu)



### College of Education

UNC Charlotte is North Carolina's urban research university serving nearly 28,000 students. The College of Education at UNC Charlotte seeks multiple new faculty members to join the already large, highly productive, collaborative College with strong undergraduate and graduate programs, including four doctoral programs. The College of Education strives for equity and to provide all students with a deep understanding of and respect for diversity. The following positions are available, beginning August 15, 2016.

**Assistant Professor of Elementary Science Education K-6.** The Department of Reading and Elementary Education invites applications for a full-time, tenure-eligible Assistant Professor position. The successful candidate will have earned a doctorate in Science Education, Elementary Education, or Curriculum and Instruction with a focus on science or a closely related field from an accredited university; have at least two years of successful experience as a classroom teacher and have demonstrated ability to conduct research. The successful candidate will teach undergraduate and graduate courses in elementary school science education, joining a high-achieving, dynamic, and collaborative College of Education and Department faculty. **Position #2324**

**Assistant Professor of Reading Education.** The Reading Education Program in the Department of Reading and Elementary Education invites applications for a tenure-eligible position at the rank of Assistant Professor. The successful candidate will have earned a doctorate in Reading Education or related field from an accredited university; a required minimum of two years of successful elementary public school teaching experience (with experience teaching K-3 reading preferred); and experience with reading assessments and data-driven instruction for students who struggle with reading. The successful candidate will teach undergraduate/initial licensure and graduate reading education courses with an emphasis in urban education. **Position #2322**

**Assistant Professor of Educational Leadership--Higher Education.** The Department of Educational Leadership invites applications for a full-time tenure-eligible position. Required qualifications include: (1) an earned doctorate in Higher Education, Student Affairs, Educational Leadership, or closely related field from an accredited university, (2) a minimum of three years of professional leadership experience at the college/university level, and (3) evidence of the potential to conduct research. The successful candidate will teach primarily doctoral courses and serve on dissertation committees for higher education-focused students, advance a research agenda on higher education, and provide relevant service. **Position #4915**

**Assistant or Associate Professor of Educational Leadership--PK-12.** The Department of Educational Leadership at UNC Charlotte invites applications for a full-time tenure-eligible position in educational leadership. Required qualifications include: (1) an earned doctorate in Educational Leadership/Administration or closely related field from an accredited university, (2) successful leadership experience in PK-12 schools, (3) teaching in higher education, and (4) potential for research in an area associated with educational leadership. Responsibilities include teaching courses in the Department of Educational Leadership primarily in the field of PK-12 school improvement and accountability; demonstrate scholarly productivity in research; seek external funds to support research activities; provide service to the field and profession; and participate in program, department, college, and university service. **Position #4853**

**Assistant Professor in Instructional Systems Technology.** The Program in Instructional Systems Technology in the Department of Educational Leadership invites applications for a full-time tenure-eligible position. Required qualifications include (1) an earned doctorate in Instructional Technology or closely related field from an accredited university (2) a minimum of two years of successful experience as a classroom teacher, technology specialist, instructional designer or equivalent (3) successful online teaching experience at the college or university level (4) demonstrated ability to conduct research in instructional technology and (5) professional level design and technology skills required to mentor instructional technology graduate students. Responsibilities include: scholarly productivity; teach undergraduate and graduate courses; advise students; supervise internships; serve on graduate committees; provide service to the field and profession at local, state, and national levels; and participate in program, department, college, and university governance. **Position #4879**

**Clinical Faculty Position.** The Middle, Secondary, and K-12 Education Department (MDSK) invites applications for a non-tenure-eligible, clinical faculty position. The successful candidate will have a master's or doctoral degree in middle or secondary education or other relevant field, a current advanced teaching license, and at least two years of successful teaching experience at the middle grades and/or secondary school level. The successful candidate will serve as the primary advisor for MDSK students in Graduate Certificate and undergraduate programs, teach at least one class each semester, serve on committees, and assist with other departmental activities. **Position #3033**

**General qualifications for faculty positions in the College of Education:** Earned doctorate (or ABD) in appropriate field; successful experience in schools or related agencies; eligibility for North Carolina licensure in teaching/leadership field; demonstrated research ability; successful college teaching experience preferred. The College and Departments strive to develop a deep understanding of and respect for diversity among students and colleagues; therefore, we encourage applications from professionals who can help us achieve this goal.

**Setting:** UNC Charlotte is a rapidly growing institution located in one of the New South's most beautiful cities. With a population of over 1.8 million in its metropolitan region, there is a vast array of cultural and recreational activities and outstanding medical and community services to meet the interests and needs of a diverse population. Charlotte is two hours from the Blue Ridge Mountains and three and a half from the lovely Carolina beaches. The University is within the bounds of Charlotte-Mecklenburg Schools, one of the largest urban school districts in the country, serving over 135,000 pupils. Charlotte-Mecklenburg Schools receives widespread recognition as one of America's best school districts.

**Application:** For complete job descriptions and application procedures see, <https://jobs.uncc.edu>. Review of applications will begin **November 16, 2015**.

*As an EOE/AA employer and an ADVANCE Institution that strives to create an academic climate in which the dignity of all individuals is respected and maintained, the University of North Carolina at Charlotte encourages applications from all underrepresented groups. All finalists are subject to criminal background checks.*



**METROPOLITAN STATE UNIVERSITY OF DENVER**

### Tenure Track Faculty Openings Fall 2016 Start Date

Go to [www.msudenverjobs.com](http://www.msudenverjobs.com)

- Computer Information Systems
- Earth & Atmospheric Sciences
- Human Performance and Sport
- Music Applied Studio Piano
- Nutrition

Visit us at [www.msudenver.edu](http://www.msudenver.edu)

*AA/EO Employer*

based. Application deadline is December 1, 2015. The start date for the hire is August 2016. Please email cover letter, detailed CV, teaching philosophy, and three references by deadline with the subject line Acting Search to: Anthony McKay, Associate Professor of Drama Search Chair [drama-facultysearch@andrew.cmu.edu](mailto:drama-facultysearch@andrew.cmu.edu). Inquiries by email to [drama-relations@andrew.cmu.edu](mailto:drama-relations@andrew.cmu.edu). Carnegie Mellon University is an AA/EOE employer.

**Anthropology:** The Department of Anthropology at Vassar College invites applications for a tenure-track assistant professor position in Paleoanthropology, appoint-

ment effective July 1, 2016. Vassar College is an affirmative action, equal opportunity employer, and applications from members of historically underrepresented groups are especially encouraged to apply. Vassar is strongly committed to fostering a community that reflects the values of a liberal arts education and to promoting an environment of equality, inclusion and respect for difference. The successful candidate will have a Ph.D. in Biological Anthropology at the time of appointment (or will receive their degree shortly thereafter), with specialization in the paleoanthropology of Africa, Asia, or Europe and preparation to



**UPSTATE**  
University of South Carolina Upstate

800 University Way, Spartanburg, SC 29303

### POSITIONS AVAILABLE FALL 8/16/2016

- **Communication Studies – Assistant Professor Requisition #009524**
- **Commercial Music – Assistant Professor Requisition #009577**  
Contact: Dr. Ben Myers; [bmyers@uscupstate.edu](mailto:bmyers@uscupstate.edu); 864-503-5870
- **Political Science - Assistant Professor Requisition #009541**  
Contact: Dr. Carol Loar; [cloar@uscupstate.edu](mailto:cloar@uscupstate.edu); 864-503-5795

For complete job description, requirements and online application submission process go to [www.uscupstate.edu/jobs](http://www.uscupstate.edu/jobs) and choose Full Time Academic

*The University of South Carolina is an Affirmative Action/ Equal Opportunity Institution. Women and minorities are encouraged to apply*



Faculty Openings

Fall 2016

From its inception in 1840 by Horace Mann, Bridgewater State University (BSU) has been dedicated to providing educational excellence to all of our students. As a teaching university dedicated to equity and justice, BSU offers a rigorous liberal arts education at a campus dedicated to the success of all of our students, employees, as well as members of our region and citizens of the world. Our commitment to student success and equity is evident in our institution's strategic priorities, our increasing graduation and retention rates for all our students, and the dramatically decreasing achievement gaps for students from under-represented groups.

As a result of these combined efforts, BSU is emerging as a leader in higher education by providing an inclusive and vibrant community of students and scholars with excellent facilities, an outstanding range of academic programs and a broad array of learning experiences. Join us.

Full-time, tenure-track positions are available in the following departments:

- Accounting and Finance (3 positions)
- Chemical Sciences (Biochemistry)
- Communications Studies (Strategic Communications)
- Computer Science (2 positions)
- Counselor Education (2 positions)
- Criminal Justice (Community Corrections)
- Elementary and Early Childhood Education (Literacy)
- Elementary and Early Childhood Education (Generalist-Practicum)
- History (U.S Colonial/Revolutionary History)

- Management (Marketing)
- Mathematics
- Mathematics (Statistics and Probability)
- Political Science (Public Administration, 2 positions)
- Political Science
- Psychology
- Special Education and Communications Disorders (Teaching English to Speakers of Other Languages, 2 positions)
- Social Work (BSW Program)
- Social Work (MSW Program)

*Bridgewater State University is an affirmative action/equal opportunity employer which actively seeks to increase the diversity of its workforce.*

Scan QR Code for more information.

BRIDGEWATER

STATE UNIVERSITY

For a complete listing of all available positions, and to apply online, visit

http://jobs.bridgew.edu

温州肯恩大学

WENZHOU-KEAN UNIVERSITY

Anticipated Faculty Positions in Wenzhou, China

Kean, a comprehensive New Jersey state university, is seeking faculty from all disciplines for its additional campus site in Wenzhou, China. Wenzhou is one of the most vibrant and economically advanced cities on China's East Coast, located one hour by plane and just over three hours by high-speed train from Shanghai and Hong Kong. Launched in 2012, Wenzhou-Kean University (WKU) sits on approximately 500 beautiful acres and is now in the midst of a growth phase that will bring enrollment to more than 5,000 students. WKU offers a unique model of higher education provided by a comprehensive, public University, approved by the Chinese Ministry of Education and is accredited by the Middle States Commission on Higher Education. All instruction is in English and all curriculum is provided by Kean USA.

Wenzhou-Kean University programs comprise seven baccalaureate majors: **Teaching English in Global Settings, Computer Science, Finance, Accounting (with emphasis on international standards and practices), Global Business, Marketing and Graphic Design.** In addition, Wenzhou-Kean has a substantial commitment to the teaching of ESL/EFL.

All faculty positions are full-time, single or multi-year assignments, effective for the start of the fall or spring semester. Positions will be offered at either the tenure-track or Lecturer level. Tenure-track appointments are available at the rank of Assistant or Associate Professor. Lecturers teach 30 credits per academic year and provide student and learning support services during the assigned periods. All faculty may be required to teach General Education courses.

**Qualifications:** A Doctorate degree is required in the relevant or a related field for tenure-track positions; ABD considered with completion prior to the effective date of employment. A terminal degree is required for tenure-track positions in Graphic Design. Master's degree in a related field is required for Lecturer positions. A minimum of one year of teaching experience at the post-secondary level and English fluency is required for all positions.

**English: Rhetoric & Composition; Business, Professional and Technical Writing; ESL/EFL; TESL/TEFL; World Literature**

**Business: Accounting, Business Law/Business Ethics, Global Business, Management, Finance and Marketing**

**Computer Science**

**Graphic Design**

**General Education and Support Courses for Wenzhou-Kean Majors**

**Communication; Philosophy; Psychology; Economics; Research and Technology; Mathematics; Biological Sciences; Foreign Languages: Spanish**

**Application, Salary and Benefits Information on All Positions**

For detailed job descriptions and application information, please visit: <http://www.kean.edu/wenzhou-kean-university-anticipated-faculty-positions>. Review of applications will begin immediately and continue until positions are filled. Salary is competitive and commensurate with qualifications and experience. A comprehensive benefits package including travel, housing and relocation allowances is available. **Contingent on Budgetary Approval and Appropriated Funding.**

*Kean University is an Equal Opportunity/Affirmative Action/Veterans/Disability Employer*

Middlebury, VT

Middlebury

Tenure Track and Three-Year Term positions beginning in Fall 2016

Arabic

The Program in Arabic announces an opening for a tenure-track position to offer courses in Modern Standard Arabic at all levels. Area of specialization is open. Review of applications will begin on November 1st and will continue until the position is filled.

Costume Design

The Department of Theatre seeks candidates for a three-year term position in costume design. MFA in costume design required. Must provide evidence of professional design and commitment to excellent teaching. Deadline: November 15<sup>th</sup>

Economics

The Economics Department has three openings with November 30<sup>th</sup> deadlines:

1. macroeconomics, open rank,

2. Jones Fellow in Applied Economics, and

3. international economics.

Queer Studies/Critical Race and Sexuality Studies

The Program in Gender, Sexuality, and Feminist Studies has a tenure-track opening for an applicant with a humanities-centered approach to critical race theories, queer and trans theory. Deadline: November 2nd.

For more information about how to apply, please consult: <http://apptkr.com/680163>

EOE/Minorities/Females/Vet/Disability

teach human evolution and human-cultural-and-environmental interactions. Other areas of research and teaching may include race and diversity, evolution of cognition and symbolic behavior, primate behavior and functional morphology, and human health, sexuality, nutrition, and disease.

The successful candidate will teach an introductory Anthropology course on human origins yearly and a course in the Environmental Studies multi-disciplinary program on a bi-annual basis. Teaching load in the first year is four courses; after that it is five courses per year. Vassar's Anthropology de-

WESTCHESTER COMMUNITY COLLEGE

As we enter a new era of service and success, Westchester Community College is committed to hiring innovative administrators, faculty members, and staff. Women, minorities and those dedicated to diversity and multiculturalism are strongly encouraged to apply. Full-time positions include excellent benefits.

ADMINISTRATOR AND FACULTY POSITIONS

Administrators:

- Vice President and Dean, Student Access, Initiative, Success (search reopened)
- Dean, Arts, Humanities, Social Sciences
- Dean, Business, Computer Studies, Professional Careers
- Dean, Health Technologies, Applied Learning
- Dean, Planning, Assessment, Institutional Effectiveness
- Dean, Science, Math, Engineering
- Associate Dean, Adjunct Services, Professional Development, Academic Operations
- Associate Dean, Enrollment Management
- Associate Dean, Student Life
- Assistant Dean, Learning Initiatives and Success

Full-time faculty positions:

English (two positions), History. Instructor-level positions start in the Spring 2016. Requires Masters plus one-year related experience.

Non-Credit adjuncts (Bachelors required):

Classes for lifelong learners, including children, adults, and seniors in various locations with day, evening, and weekend options. Also interested in candidates with ESL teaching experience (MA or certificate in TESOL preferred) or with corporate training background, and ideas for new classes. Visit website for information. Submit proposals for new classes at [www.sunywcc.edu/CE](http://www.sunywcc.edu/CE); do not submit a resume without a class proposal.

For details, visit [sunywcc.edu/jobs](http://sunywcc.edu/jobs). Applications accepted until positions are filled.

Westchester Community College

State University of New York

Resumes to Human Resources, Westchester Community College, 75 Grasslands Road, Valhalla, NY 10595; fax 914-606-7838; email Word documents to [humanresources@sunywcc.edu](mailto:humanresources@sunywcc.edu). Please indicate position of interest on envelope or in email "subject" field. AA/EOE.

partment is a four-fields department. To apply, please visit: <https://employment.vassar.edu/applicants/Central?quickFind=51918> to link to the posting for this position. Candidates should submit a cover letter outlining qualifications, vita, research and teaching statements, a writing sample, an unofficial graduate transcript, and the names of three academic references. To ensure full consideration, applications should be submitted

by November 1, 2015. Review of applications will continue until the position is filled.

**Art:** The Department of Visual and Environmental Studies at Harvard University seeks to appoint an assistant professor or associate professor (without tenure) in art practice, with an emphasis on sculpture broadly defined. Ideally, candidate's practice will complement and strengthen existing

Valparaiso University

Multiple Faculty Positions

Valparaiso University seeks qualified applicants for the following faculty positions beginning Fall 2016. Full details about each opening and application instructions can be found at <http://www.valpo.edu/provost/faculty-postings/>.

**Civil Engineering** - Department Chair (Associate or Full Professor)

**College of Nursing and Health Professions Virtual Learning Center** - Director

**Computing and Information Sciences** - two assistant or associate professor positions

**Education** - Assistant Professor

**Mechanical Engineering** - Assistant or Associate Professor

**Meteorology** - Assistant Professor

**Political Science & International Relations** - Assistant Professor

Read more about Valpo and its programs at <http://www.valpo.edu>. Candidates should be interested in working at a university engaged in issues in Christian higher education in the Lutheran tradition.

*Valparaiso University does not unlawfully discriminate and aims to employ persons of various backgrounds and experiences to develop and support a diverse community. Its entire EOE policy can be found at <http://www.valpo.edu/equalopportunity/index.php>. Successful applicants will demonstrate a commitment to cultural diversity and the ability to work with individuals or groups from diverse backgrounds. In addition to strong academic qualifications and excellence in teaching, the University highly values experience in working across cultural and other significant differences.*

offerings within our visual art department. Teaching requirements include three studio courses a year in traditional and/or expanded sculptural processes, with additional departmental duties. Candidates must have a substantial exhibition record. An MFA or the equivalent completed by the beginning of the appointment with teaching experience at the college or university level is required. Appointment is expected to begin July 1, 2016. Candidates will be expected to participate fully in curricular developments and all other aspects of the academic life of

the department. Applicants for the position should submit the following materials by November 25, 2015 through the ARIeS portal (<https://academicpositions.harvard.edu/postings/6484>): Cover letter; CV; Teaching Statement; Art Statement; names and contact information for three references; Evidence of relevant teaching experience; PDF with 20 images of artwork with titles and dates; Other appropriate support materials, including exhibition catalogues. We are an equal opportunity employer and all qualified applicants will receive consideration

ChronicleVitae.com/jobs



for employment without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, disability status, protected veteran status, or any other characteristic protected by law. Contact Information: Professor Sharon Harper, Search Committee Chair, Visual and Environmental Studies, Harvard University, Cambridge, MA 02138. Email: veschair@fas.harvard.edu.

**Biology:** Plant Biologist. The Department of Biology at the University of West Georgia invites applications for a tenure-track assistant professor position in plant biology, beginning in August 2016. The research specialty is open but we are particularly interested in candidates with expertise in genetics, physiology, or development. Teaching responsibilities will include introductory courses and upper-level courses in the candidate's area of expertise. The successful candidate will be expected to establish a productive research program involving undergraduate and graduate students. The University of West Georgia (<http://www.westga.edu>) is a comprehensive regional university of approximately 12,000 students located on a 644-acre wooded campus in Carrollton, Georgia, with a satellite campus in Newnan, Georgia. The Department of Biology is a growing program that has 17 tenured and tenure-track faculty and approximately 500 undergraduate majors, plus a M.S. graduate program that currently has 21 students. Applicants must have a Ph.D. in a relevant field; postdoctoral experience is preferred. To apply, please send a single PDF file containing the following items to [biosearch@westga.edu](mailto:biosearch@westga.edu): 1) cover letter, 2) curriculum vitae, 3) statement of teaching philosophy and interests, 4) statement of research interests, and 5) copies of undergraduate and graduate transcripts. In addition, each applicant should arrange for three letters of recommendation to be sent to the same email address directly from the applicant's references. Review of applications will begin November 16 and continue until the position is filled. The University of West Georgia is an Affirmative Action/Equal Opportunity institution.

**Chemistry:** The Department of Chemistry & Chemical Biology (CCB) at Indiana University-Purdue University Indianapolis (IUPUI) is seeking applications for the position of Department Chair. The successful candidate is expected to have a record of excellence in conducting and directing an active and nationally recognized research program, as well as a strong commitment to academic leadership and high-quality teaching. Qualifications include a Ph.D. degree in Chemistry or a related field and a track record demonstrating significant research, funding, and teaching activities appropriate to this senior appointment. CCB offers academic programs leading to B.A., B.S. (ACS cert.), M.S. and Ph.D. degrees in Chemistry; it also serves as home to the campus Forensic and Investigative Science program which offers B.S. and M.S. degrees. With recent hires of several young faculty and addition of new instrumentation to research labs, CCB is positioned well for a bright future. CCB has close ties with colleagues from the Schools of Science, Medicine, Dentistry and Engineering, offering a unique environment for diverse research themes in chemistry and chemical biology. Collaborations also exist between the department faculty and scientists in local industry including Eli Lilly & Co. and Dow AgroSciences. A complete application must include: a letter of interest, curriculum vitae, applicant's statements on research plans, teaching philosophy and a description of leadership experience and vision for the department as well as the names of six individuals who may be contacted by the Search Committee as references. Applications should be e-mailed in a single, merged pdf file to [ccbchair@iupui.edu](mailto:ccbchair@iupui.edu). See <http://chem.iupui.edu/about/open-positions> for additional information. Review of applications will begin December 1st, 2015, and continue until the position is filled. Indiana University is an equal opportunity and affirmative action employer. All qualified applicants will receive consideration for employment without regard to race, color, ethnicity, religion, age, sex, sexual orientation or identity, national origin, disability status, or protected veteran status. This institution is also a provider of ADA services.

**Chemistry:** The University of California, Santa Barbara invites applications for a faculty position in the area of economic analysis of sustainable chemical technologies, to start March 1, 2016. Chemicals and materials provide the material basis for goods and services considered essential for human well-being in modern society. The large volume and enormous diversity of chemicals generated in today's economy pose considerable challenges and opportunities for sustainability. To address this emerging area of inquiry, the University of California, Santa Barbara has approved a cluster of four endowed Chair positions with a common theme of "Sustainable Materials and Product Design". The Chairholders will encompass interests in green chemistry, sustainable manufacturing, and sustainable catalytic processing. This faculty position, "Economic Analysis of Sustainable Chemical Technologies", will be hosted by the Bren School of Environmental Science and Management, although joint appointments will also be considered. All four Chairs are expected to work together closely to foster broad and interdisciplinary research and education in chemical sustainability. Please see our website: [http://www.bren.ucsb.edu/people/position\\_announcements.html](http://www.bren.ucsb.edu/people/position_announcements.html). We seek an individual whose research applies economic analysis and other quantitative tools to issues involving sustainable chemical technologies. We welcome research focused on policy design and evaluation, corporate strategy, product choice and design, emerging markets, as well as other related areas. The successful candidate will bring a strong research program around novel chemical processes and materials based on quantitative analyses. Applicants should submit to <https://recruit.ap.ucsb.edu/apply/JFP00577>: 1) cover letter 2) curriculum vi-



At the **Faculty of Philology** at Leipzig University the following professorship has to be filled as soon as possible:

**W3 - Professorship "American Literature"**  
(Successor to Frau Prof. Dr. Anne Koenen)

Applicants are expected to cover the field of US Literature from its beginnings to the contemporary period and show documented excellence in research and teaching. Specialists in the field of popular literature / popular culture are sought, with an additional scholarly interest in one or more of the following areas: transnational studies, gender studies, visual cultures, and media and literature in the digital age. Applicants are expected to pursue interdisciplinary scholarship (literary and cultural studies), have experience working in university administration, and be team-oriented. Further expectations include outstanding publications in international, refereed journals of American studies, experience in acquiring external funding, excellent international contacts and networks, as well as a willingness to work with the university's thematic research clusters, including cooperation with other departments such as the natural sciences or medicine. The professorship will require a strong, ongoing commitment to fostering and developing the institute's BA and MA degree programs, including teachers' education, as well as ongoing participation in administrative duties.

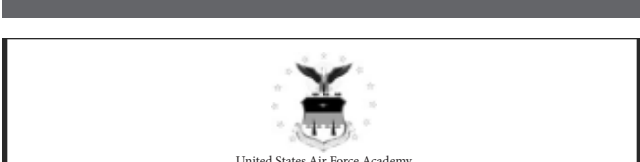
Rights and obligations of the jobholder are within the Saxonian university law (Sächsisches Hochschulfreiheitsgesetz, SächsHSFG) and the Saxonian public service task regulation (Sächsische Dienstaufgabenverordnung, DAVOHS). Applicants must meet the requirements of § 58 SächsHSFG.

Leipzig University emphasizes the equality of women and men.

Handicapped applicants are encouraged to apply and given preference if equally qualified.

Applications with the usual documents, enclosing detailed CV, a list of the scientific work and academic teaching including available records of teaching evaluations and a certified copy of the certificate of the highest acquired academic degree should be sent before 6 November 2015 to:

Universität Leipzig  
Dekan der Philologischen Fakultät  
Herrn Prof. Dr. Frank Liedtke  
Beethovenstr. 15  
04107 Leipzig  
Germany



**Assistant Professor (#16-03DFH) in Modern American History**

The Department of History anticipates hiring an Assistant Professor (#16-03DFH) in modern American history with an emphasis in minority (e.g. Native American, Chicano/a, African-American) or gender studies beginning June 27, 2016. This initial appointment terminates June 30, 2019. Successive appointments of up to four years are possible. The successful candidate will be prepared during the first year to teach colonial, modern, or military Latin American history. Additionally, the selectee will teach a variety of courses including American history survey and topical courses, introductory core courses in world history, regional history courses, and special topics courses for history majors.

**To Apply: Go to [www.usajobs.gov](http://www.usajobs.gov).** Type in "USAF Academy" in the "Where" box and click on "Search Jobs." Then scroll down until you locate this position. Applications must be received by November 16, 2015. U.S. citizenship required.

**FACULTY POSITION**  
**Department of Italian Studies**  
**ARTS AND SCIENCE**

The Department of Italian Studies of New York University invites applications for an open-rank tenured/tenure-track position in medieval Italian studies, to begin September 1, 2016, pending administrative and budgetary approval. The successful candidate will demonstrate scholarly excellence and a commitment to both graduate and undergraduate teaching.

Applications are welcomed from candidates in all fields and disciplines. Candidates should submit a letter of application, a curriculum vitae and three references, via the **"Employment"** link on the NYU Department of Italian Studies web site: <http://italian.as.nyu.edu>. *The deadline for applications is **November 30, 2015**.*



**NEW YORK UNIVERSITY**

EOE/Minorities/Females/Vet/Disabled



**Meadows Distinguished Endowed Chair of Art History**  
Associate or Full Professor (00053186)

We seek applicants who are accomplished, nationally known scholars whose work has an emphasis on historical and new media, visual technologies, architecture and the city, performance and ritual, the cultural construction of race, gender, and ethnicity, and the study of spatial as well as visual culture. e successful candidate will teach undergraduate and graduate courses. e faculty member would also be expected to advise M.A. and Ph.D. students working in areas relevant to his or her work and to pursue and to continue to publish substantive scholarly research that shapes the discipline. e course load, like that of other full-time faculty in the department, would be 2-2. Salary commensurate with qualifications and experience.

**Assistant Professor of Art History (006067)**


We seek applicants who are junior scholars to teach undergraduate and graduate courses on the visual culture emerging from colonial encounters in an area outside of Europe or the United States, such as Latin America, South Asia, Africa, or the global Iberian empire. She or he would be expected to have a strong disciplinary grounding in art history, theoretical uency, and an openness to the innovative scholarship to which our faculty and students aspire as part of the RASC/a (Rhetorics of Art, Space, and Culture) program. e faculty member would also be expected to advise M.A. and Ph.D. students working in areas relevant to his or her work and to pursue and publish substantive scholarly research that helps to shape this important field. The course load, like that of other full-time faculty in the department, would be 2-2. Salary commensurate with qualifications and experience.

For detailed information on the positions and how to apply visit  
**[smu.edu/Meadows/About/Employment](http://smu.edu/Meadows/About/Employment)**

Send letter of application highlighting qualifications, complete curriculum vitae, and three letters of recommendation to: Rosa Reifsnnyder, SMU, PO Box 750356, Dallas TX, 75275 or as e-mail attachments to [reifsnryde@smu.edu](mailto:reifsnryde@smu.edu). Review of applications will begin January 25, 2016 and will continue until the positions have been filled.

Hiring is contingent upon the successful completion of a background check. SMU will not discriminate in any program or activity on the basis of race, color, religion, national origin, sex, age, disability, genetic information, veteran status, sexual orientation, or gender equity and expression. The Executive Director for Access and Equity/Title IX Coordinator is designated to handle inquiries regarding nondiscrimination policies and may be reached at the Perkins Administration Building, Room 204, 6425 Boaz Lane, Dallas, TX 75205, 214-768-3601, [accessequity@smu.edu](mailto:accessequity@smu.edu).

**Dallas, Texas USA**



**Tenure-Track Professor in**  
**Post-1945 British and Diasporic Anglophone Literatures**

The Harvard University Department of English seeks to appoint a tenure-track professor in post-1945 British and Diasporic Anglophone literatures. The appointment is expected to begin on July 1, 2016. The tenure-track professor will be responsible for teaching at the undergraduate and graduate levels. Doctorate or terminal degree in English or related discipline required by the time the appointment begins. Demonstrated excellence in teaching is desired.

Please submit materials through the Harvard Academic Positions website: <https://academicpositions.harvard.edu/postings/6412>. Applications must be submitted no later than October 19, 2015

Sean M. McCreery, Search Administrator, Harvard University, Department of English, Barker Center, 12 Quincy Street, Cambridge, MA 02138 -- [mccreery@fas.harvard.edu](mailto:mccreery@fas.harvard.edu)

*Harvard is an equal opportunity employer and all qualified applicants will receive consideration for employment without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, disability status, protected veteran status, or any other characteristic protected by law.*



**1. Composition Studies and Digital Literacies**  
**2. Composition Studies and Literacy Theory**  
**3. Composition and Assessment**

Indiana University of Pennsylvania invites applications for 3 tenure-track positions for Fall 2016: **1)** a Composition Studies teacher-scholar specializing in digital literacies, multimedia, and technology; **2)** a Composition Studies teacher-scholar specializing in literacy theory and research; **3)** a teacher-scholar specializing in Basic Writing and writing assessment. We seek candidates whose research, teaching, or service has prepared them to contribute to our commitment to building an equitable and diverse scholarly environment. IUP is an equal opportunity employer M/F/H/V and a member of the Pennsylvania State System of Higher Education. For information, visit [www.iup.edu/employment](http://www.iup.edu/employment).

**FACULTY POSITION**  
**Department of Philosophy**  
**ARTS AND SCIENCE**

The Department of Philosophy at New York University invites applications for a position in ethics and/or political philosophy. Rank: open (tenured or tenure-track). The preferred starting date is September 1, 2016, pending administrative and budgetary approval.

Please apply online to Ethics/Political Search at <http://philosophy.fas.nyu.edu>. Junior applicants should provide a CV, three references, and a writing sample; senior applicants should provide a CV with the names of at least three references who may be contacted. Completed applications must be received by October 23, 2015 to ensure full consideration.



**NEW YORK UNIVERSITY**

EOE/Minorities/Females/Vet/Disabled

tae 3) statement of research 4) statement of teaching 5) five selected publications and 6) four letters of reference. All materials should be sent electronically. If you have any questions please send your request to [mellichair@bren.ucsb.edu](mailto:mellichair@bren.ucsb.edu). For fullest consideration, all materials should be received by October 30, 2015. The School is especially interested in candidates who can contribute to the diversity and excellence of the academic community through research, teaching and service. The University of California is an Equal Opportunity/Affirmative Action Employer and all qualified applicants will receive consideration for employment without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, disability status, protected veteran status, or any other characteristic protected by law.

**Communications:** The Department of Communication Studies at The University of North Carolina at Charlotte invites applications for the position of department chair beginning July 1, 2016. Review of applications will begin November 2, 2015 and will continue until the position is filled. Applications must be submitted electronically to <https://jobs.uncc.edu>, position #005223.

**Communications:** The University of Central Arkansas' (UCA) Mass Communication and Theatre Department invites appli-



## Milwaukee School of Engineering ASSISTANT PROFESSOR OF PHILOSOPHY

The General Studies Department at the Milwaukee School of Engineering (MSOE) has a full-time position available in philosophy. The area of specialization is open, with a requirement of competence in professional ethics. The position will be available beginning in Fall of 2016. A Ph.D. in Philosophy is required; college teaching experience is preferred. Salary is commensurate with qualifications and experience.

The department offers a single degree program, the B.A. or B.S. in Technical Communication. A course in professional ethics is required of all MSOE students, as is a distribution of courses from the department, including a writing-intensive three-course sequence for freshmen. Our unique position in an applications-oriented institution allows faculty the opportunity to design and teach a variety of courses within and across disciplines. The department's members include two philosophers and representatives of a variety of other humanities and social science disciplines. Background or interest in philosophical practice as it relates to the department's ethics initiative on philosophy in professional life would be considered favorably.

Review of materials will begin immediately. Applicants should submit a file which includes: 1) a letter of interest; 2) a current curriculum vitae; and 3) evidence of successful teaching, including (but not limited to) a statement of teaching philosophy within the resume section of the application. Please submit these materials to:

**Milwaukee School of Engineering**  
**Attention: Human Resources**  
**1025 N. Broadway**  
**Milwaukee, WI 53202**



*MSOE is an equal opportunity employer. All qualified applicants will receive consideration for employment without regard to race, religion, color, national origin, sex, age, status as a protected veteran, among other things, or status as a qualified individual with disability.*

## FACULTY FELLOW

### Department of Spanish and Portuguese ARTS AND SCIENCE

NYU's Department of Spanish and Portuguese seeks an innovative scholar of Peninsular Spanish (post 18C) culture to begin September 1, 2016, subject to budgetary and administrative approval. The initial appointment will be for one year, renewable twice, for a maximum of three years. Time will be divided between undergraduate teaching (two courses per year), serving as Managing Editor of the Journal of Spanish Cultural Studies, and research. Successful candidates must have native competence in English and be fully fluent in Spanish. Editorial experience is advantageous but not required; organizational skills are essential. Preference will be given to scholars whose teaching and research interests interrogate established notions of Spanish culture. Candidates must have received a Ph.D. within five years of the date of appointment.

*Application deadline is **January 1, 2016**.* To apply see the NYU Department of Spanish and Portuguese web site at <http://spanish.as.nyu.edu> to submit a letter of application, c.v., names of three referees, and a writing sample (25-page maximum).



**NEW YORK UNIVERSITY**

EOE/Minorities/Females/Vet/Disabled



## Faculty Opportunities in the College of Design

Located in one of the major design cities and in one of the largest research universities in the U.S., the College of Design encompasses the full range of design disciplines at the University of Minnesota and is home to seven undergraduate majors, 22 graduate degree programs, 9 centers including the Center for Sustainable Building Research and the Metropolitan Design Center, as well as the Goldstein Museum of Design. We currently seek candidates for the following faculty opportunities: Assistant, Associate, or Full Professor in Product Design; Assistant Professor of Architecture – Building Technology; Assistant Professor in Landscape Architecture; Assistant Professor in Wearable Product Design, Apparel Design Program. For more information and application instructions please visit: <http://design.umn.edu/about/employment>. Employment is contingent upon a satisfactory background check. *The University of Minnesota is committed to the policy that all persons shall have equal access to its programs, facilities, and employment without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation.*



UNIVERSITY OF  
SOUTH DAKOTA

## FINE ARTS FACULTY POSITIONS University of South Dakota Fine Arts Vermillion, SD

Positions are 9 month, tenure-track.

### Choral Director/Studio Voice

Conduct Concert Choir and Men's Chorus and Women's Chorus, teach conducting, voice studio, and choral literature and techniques courses.

### Rawlins Endowed Chair of Music (violin)

Teach studio violin and viola majors, perform at venues regionally, nationally, and internationally as a member of the nationally-renowned Rawlins Piano Trio, co-direct the chamber orchestra, and teach music appreciation and string methods.

### Music Studio Piano and Class Piano

Teach private studio piano lessons, class piano sections, piano literature courses and/or piano pedagogy courses. Coordinate the class piano area.

### Director of University Symphony Orchestra and Studio Teacher

Direct the University Symphony Orchestra and teach conducting, applied study (Clarinet, String Bass, Viola, or Oboe preferred) and instrumental techniques.

### Lighting and Sound Design

Coordinate the lighting and sound design specialization within a program offering BFA and MFA degrees. Teach lighting and sound technology, beginning and advanced levels of lighting design and sound design.

For more information about the positions, and to apply online, visit [yourfuture.sdbor.edu](http://yourfuture.sdbor.edu). For application assistance or accommodation, call 605-677-5671. Open until filled.

EEO/AA



THE UNIVERSITY of  
**MISSISSIPPI**

## PROFESSOR OF PHILOSOPHY

UNIVERSITY OF MISSISSIPPI Department of Philosophy and Religion invites applications for the inaugural Mr. and Mrs. Alfred Hume Bryant Professorship of Ethics. Candidates for this endowed chair should be full, associate, or advanced assistant professors of philosophy with a strong research record in ethical theory. This position offers a competitive salary, a dedicated teaching assistant, and annual research support. It also carries a 2/3 teaching load. Review of applications begins immediately and the position will remain open until an adequate applicant pool is reached. Applicants must complete an on-line application at <http://jobs.olemiss.edu>, where they will also be asked to submit a letter of interest and a C.V. that includes the contact information of at least three references. More information about the undergraduate and graduate programs in philosophy at UM can be found at <http://philosophy.olemiss.edu>; questions about this position should be directed to Steven Skultety ([Skultety@olemiss.edu](mailto:Skultety@olemiss.edu)).

*The University of Mississippi is an EOE/AA/Minorities/Females/Vet/Disability/Sexual Orientation/Gender Identity/Title VI/Title VII/Title IX/504/ADA/ADEA employer. Women, minorities, veterans, and those with disabilities are strongly encouraged to apply.*

## VISITING ASSISTANT PROFESSOR IN DRAMA AND THEATER STUDIES Department of English ARTS AND SCIENCE

The Program in Dramatic Literature at New York University seeks applications for a Visiting Assistant Professor in Drama and Theater Studies, based in the Department of English, commencing September 1, 2016, pending final administrative and budgetary approval. This is a full-time, non-tenure track position for one year, with the possibility of renewal for up to two additional years. A teaching commitment of 2 courses per semester, including survey, introductory, and more specialized undergraduate courses in theater studies and dramatic literature. The successful candidate will have an excellent teaching record, publications, and an adventurous research agenda in theater studies. The position is open to candidates who will have received the Ph.D. by September 2016.

Those wishing to be considered should submit a letter of application, CV, names of three referees, teaching portfolio, and a writing sample of up to 9,000 words. Materials are to be uploaded via the "Employment" link on the NYU Department of English web site; <http://english.as.nyu.edu>. All applications will be acknowledged, and the official review will begin on **November 1, 2016**.



**NEW YORK UNIVERSITY**

EOE/Minorities/Females/Vet/Disabled



## Associate/Full Professor of Higher Education

The Graduate School of Education (GSE) at Rutgers University-New Brunswick seeks an outstanding scholar to join the school and Rutgers Ph.D. in Higher Education program faculty. We seek a tenure-track or tenured faculty colleague whose research focuses on higher education, higher-education finance, and advancing issues of diversity, access, and social justice in education and society.

Applicants are required to have earned a doctoral degree from a major research university in Higher Education, Economics, Public Administration, Sociology, or another closely related field. We will be looking for evidence of demonstrated commitment to addressing diversity, equity, and social justice issues in education/higher education; scholarly accomplishment; commitment to a strong, productive, and externally funded research program; prior successful experience advising dissertation students, effective teaching at the master's and doctoral levels, experience and commitment to high-quality online teaching and a publication record that includes articles in higher-education journals. Applicants who are members of underrepresented groups in university faculty positions are encouraged to apply. Salary and rank will be commensurate with qualifications and experience.

All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, sexual orientation, gender identity or expression, national origin, disability, protected veteran status or any other classification protected by law.

Applications will be accepted until November 30, 2015.

For the full job description please visit  
<http://jobs.rutgers.edu/postings/14149>



## Department of English

### Tenure-Track Professor in Anglophone Modernism

The Harvard University Department of English seeks to appoint a tenure-track professor in Anglophone Modernism. The appointment is expected to begin on July 1, 2016. The tenure-track professor will be responsible for teaching at the undergraduate and graduate levels. Doctorate or terminal degree in English or related discipline required by the time the appointment begins. Demonstrated excellence in teaching is desired.

Please submit materials through the Harvard Academic Positions website: <https://academicpositions.harvard.edu/postings/6411>. Applications must be submitted no later than October 19, 2015

Sean M. McCreery, Search Administrator, Harvard University, Department of English, Barker Center, 12 Quincy Street, Cambridge, MA 02138 -- [mccreery@fas.harvard.edu](mailto:mccreery@fas.harvard.edu)

*Harvard is an equal opportunity employer and all qualified applicants will receive consideration for employment without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, disability status, protected veteran status, or any other characteristic protected by law.*

## VISITING ASSISTANT PROFESSOR French Department ARTS AND SCIENCE

The Department of French at New York University invites applications for a two-year visiting Assistant Professor position in Early Modern French literature (sixteenth- and/or seventeenth-century), beginning September 1, 2016, pending administrative and budgetary approval. Preferred candidates will have a demonstrated commitment to the interdisciplinary, theoretical, and comparative nature of the field of Early Modern French literature. PhD in hand, professional-level proficiency in French and English are required. Teaching load is 2/2. Duties include advising at graduate and undergraduate levels.

Applicants should submit a letter, a CV, a dissertation chapter or a publication, and the three referees, via the "Employment" link on the NYU Department of French website: <http://french.as.nyu.edu/page/home>. *Review of applications will begin **November 12, 2015** and remain open until the position is filled.*



**NEW YORK UNIVERSITY**

EOE/Minorities/Females/Vet/Disabled





COLLEGE OF EDUCATION  
AND HUMAN SCIENCES



UNL does not discriminate based upon any protected status. Please see [go.unl.edu/nondiscrimination](http://go.unl.edu/nondiscrimination). ©2015. PL1509.

BUILDING NEBRASKA'S FUTURE . . . AND YOURS

The College of Education and Human Sciences at the University of Nebraska–Lincoln is excited to announce an initiative to hire more than 20 tenure-track faculty positions. CEHS is seeking outstanding candidates to build on our strengths and help us meet the pressing challenges facing Nebraska and the world. We're targeting teaching, research and outreach efforts in **early childhood; immigrant, migrant and multicultural populations; bullying prevention; P-20 math and science education; rural education/communities** and more.

Explore your next career opportunity at [go.unl.edu/yourfuture](http://go.unl.edu/yourfuture) and join the College of Education and Human Sciences as we enhance the lives of individuals, families, schools and communities.



2 TENURE-TRACK FACULTY POSITIONS  
INCLUDING AN ENDOWED CHAIR  
FALL 2016

The University at Buffalo is a research-intensive university and a member of the prestigious American Association of Universities. At the University at Buffalo are the internationally known Research Institute on Addictions and newly established centers: Bioinformatics, and Clinical and Translational Research. As an urban public research university the University at Buffalo (UB) is the largest institution in the State University of New York system and one of two flagship campuses. It is an exciting time to join UB as we are currently expanding through the addition of 250 new faculty as well as building a third, downtown medical campus. In addition, through the efforts of our president, new provost and the faculty we are involved in designing and implementing a new phase of our strategic plan, UB 2020, “Realizing UB 2020.”

The School of Social Work Master’s program has a unique and exciting curriculum that integrates trauma and human rights perspectives. Nationally ranked within the top 12% of accredited social work programs we enroll over 400 students and offer the MSW degree, online MSW degree, PhD degree and BA/MSW, JD/MSW, MBA/MSW, MPH/MSW and MSW/PhD combined programs. The Buffalo Center for Social Research (BCSR) is housed within the School of Social Work and provides faculty support in pursuing external funding. The BCSR is also home to the Institute on Trauma and Trauma-Informed Care, Immigrant and Refugee Research Institute, Institute for Sustainable Global Engagement, Institute on Innovative Aging Policy and Practice, as well as the UB/Amrita Social and Behavioral Sciences Research Institute. Our faculty have established strong records of community-based and interdisciplinary research and scholarship in gerontology, child welfare, housing, social policy, substance abuse, trauma, health and mental health services, and multicultural social work. As part of the UB faculty growth initiative we are adding new faculty positions.

Endowed Chair (1-position)

We are searching for an exceptional colleague to join our faculty as an endowed chair and welcome nominations for this senior faculty position. A Doctorate degree and an outstanding record of teaching, scholarship and externally funded research are required. Professional leadership at the national/international levels is desired. Though an MSW is preferred, we welcome applicants with a shared identity and scholarly interest from related fields.

Open Rank–Veteran and/or Military Family Research Focus (1-position)


We are searching for a colleague to join our faculty with an established record of research with Veterans and/or military families to join our newly funded Joining Forces partnership with UB’s School of Nursing. The successful candidate for this tenure-track position will have a Doctorate in Social Work or a related discipline. Applicants at the Assistant Professor level must show promise to excel in research and scholarship with some preliminary work already completed. Applicants at the Associate Professor or Full Professor levels are expected to have funded research and a scholarly record appropriate to their rank.

Applicants are required to complete online applications at <http://www.ubjobs.buffalo.edu>. Review of applications will begin immediately and continue until the positions are filled. For further information please contact:

Catherine N. Dulmus, PhD  
Recruitment Committee Chair  
716-645-1253  
[cdulmus@buffalo.edu](mailto:cdulmus@buffalo.edu)

To learn more about us, please visit our website at: [www.socialwork.buffalo.edu](http://www.socialwork.buffalo.edu)  
The State University of New York at Buffalo is an Equal Opportunity/Affirmative Action Employer/Recruiter.





www.gmu.edu

VICE PRESIDENT FOR RESEARCH

George Mason University (Mason), Virginia’s largest public research institution by enrollment, invites applications and nominations for the position of Vice President for Research (VPR). Reporting to the Provost and Executive Vice President, the VPR will lead a university-wide effort to advance Mason’s regional, national and international reputation as a leading research university. The VPR will strategically focus on multidisciplinary research initiatives of great societal and economic consequence, while expanding research and enhancing standards of scholarship across disciplines. Now with a Carnegie High Research classification, Mason has a stated goal of earning Very High classification by 2024.


George Mason University is Virginia’s largest public research university and is setting the benchmark for a bold, progressive education that serves the needs of its students and communities. Located in the heart of northern Virginia’s technology corridor near Washington, D.C., Mason prepares its students to succeed in the workforce and to meet the needs of the region and the world. Mason is a distributed university with campuses in Fairfax, Arlington, and Prince William counties. In addition to these three campuses, Mason operates a site in Loudoun County and has partnered with the Smithsonian Institution to offer a Global Conservation Studies Program at the Smithsonian Conservation and Research Center in Front Royal, Va. Mason also offers programs online. Each Mason location has a distinctive academic focus that plays a critical role in the economy of its region.

The VPR will oversee the Offices of Research Development, Sponsored Programs, Research Integrity and Assurance, Research Computing (dual reporting), Environmental Health and Safety (dual reporting), and Technology Transfer (dual reporting). S/he will implement strategies to enhance extramurally supported research across the schools and colleges from all sources (e.g., corporate, foundation, federal and philanthropic). The VPR will also strengthen and develop research partnerships with institutions, agencies, industry, and other organizations across the region, the nation and the world.

The VPR must be entrepreneurial, a collaborative leader, and visionary. The successful candidate will have had prior administrative and leadership experience at a research organization; whether university, industry or agency. The candidate must be a strong communicator, demonstrate experience building inclusive and diverse partnerships, and have a reputation for doing creative research with an impact. The ideal candidate will be an innovative and creative problem-solver, willing to take risks, with unassailable personal and academic integrity. A proven track record in securing funding from external organizations is required.

Ranked among the top 10 “Up-and-Coming” national universities by the U.S. News and World Report, Mason stands at the doorstep of Washington, D.C., with unmatched geographical access to the NIH, NSF, the departments of Defense (DOD) and Energy (DOE), and other federal agencies. The business community includes Fortune 500 companies in industries such as information technology, defense, financial services, and hospitality. As reflected in the 2014-2024 Strategic Plan, Mason strives to be the best university for the world—to produce the types of graduates, research, scholarship, and service-oriented action that will best serve society. Reflective of the university’s strong commitment to biomedical research and biotechnology is the recent launch of the \$40 million, 75,000 square-foot Institute for Biomedical Innovation. The multidisciplinary center will bring together researchers from across the university to work collaboratively in pursuing some of the toughest medical questions facing society. Mason enrolls nearly 34,000 students from all 50 states and 130 countries. With 1,800 faculty, Mason offers 81 undergraduate degrees, 88 master’s degrees, 38 doctoral degrees, and one professional degree (law) across 11 schools and colleges. In recent years, members of the Mason faculty have twice won the Nobel Prize in Economics. The university has an endowment of \$70 million, and an operating budget of \$945 million. Mason’s FY2014 research expenditures totaled \$97.9 million.

Inquiries, nominations and applications are invited. Interested candidates should submit confidentially, in electronic format (Microsoft Word or Adobe PDF files preferred), a curriculum vitae and any supporting materials that they deem relevant to: Jett Pihakis, Ph.D., Russell Reynolds Associates, [GMU.VPR@russellreynolds.com](mailto:GMU.VPR@russellreynolds.com), 202-654-7870. EO/AA/Vet/Disabled Employer

ISAACSON, MILLER

cations for this position. Please find more information and the online employment application process at <https://jobs.uca.edu/>. The position will begin July 1, 2016. UCA is an AA/EEOE.

**Computer Information Systems:** Starting Date: Fall 2016. Major Duties: 1) Teach computer information systems (CIS) courses that support the department’s majors and minors ([wmich.edu/infosystems/academics](http://wmich.edu/infosystems/academics)). 2) Conduct and publish scholarly research in peer-reviewed journals. 3) Advise and mentor students. 4) Serve on department, college and university committees as needed. 5) Appropriately maintain AACSB qualification credentials. Minimum Qualifications: Doctorate in CIS, IS, MIS or related field from an AACSB accredited institution (Doctorate must be completed by December 31, 2016). Preferred Qualifications: 1) Teaching experience with favorable student ratings. 2) Established record or strong potential for scholarly research. 3) Teaching/research field preferences (two or more of following): Able to teach programming courses, able to teach business/IT project management courses, able to teach/research evolving or emerging fields of business/data analytics and/or information systems (e.g., predictive analytics, big data, health analytics, Internet of Things, etc.). For inquiry, please contact Dr. Mike Tarn, Department Chair, at [mike.tarn@wmich.edu](mailto:mike.tarn@wmich.edu). For more details and to apply, visit: <http://wmich.edu/hr/jobs>.

**Computer Programmer:** University of Connecticut - Storrs. The Payroll Business Systems Analyst (Computer Programmer/Analyst 2 UCP 8) will independently analyze, design, develop and maintain effective computer applications programs to facilitate and expedite the processing of payroll data and complex business functions. Visit <http://www.jobs.uconn.edu>. Search # 2016153. UConn is an AA/EEO employer.

**Computer Science:** The Department of Computer Science (CS) at the University

of Illinois at Urbana-Champaign invites applications for faculty positions at all levels and in all areas of CS, but with particular emphasis in the areas of architecture, bioinformatics and genomics, computer systems (including trustworthy computing, distributed, cloud, mobile, and OS), data systems, machine learning, parallel and high-performance computing, privacy and security, programming languages, and theoretical computer science. Applications are encouraged from candidates whose research programs are in traditional as well as in nontraditional and interdisciplinary areas of computer science. The department is engaged in exciting new and expanding programs for research, education, and professional development, with strong ties to industry. Applicants for positions at the assistant professor level must have an earned Ph.D. or equivalent degree, excellent academic credentials, and an outstanding ability to teach effectively at both the graduate and undergraduate levels. Successful candidates will be expected to initiate and carry out independent research and to perform academic duties associated with our B.S., M.S., and Ph.D. programs. Senior level appointments with tenure are available for persons of international stature. Faculty in the department carry out research in a broad spectrum of areas and are supported by world-class facilities, starting with our department’s home in the Siebel Center for Computer Science, and including collaborations with the National Center for Supercomputing Applications, the Coordinated Science Laboratory, the Information Trust Institute, the Parallel Computing Institute, the Beckman Institute for Advanced Science and Technology, the Institute for Genomic Biology, as well as several industrial centers and programs that foster international collaborations. The department has one of the leading programs in the United States, granting over 200 B.S. degrees, 100 M.S. degrees, and 60 Ph.D. degrees annually. If qualified, candidates may be hired as a Blue Waters Professor. Blue Waters Professors will be provided substantial allocations on and expedited access to the Blue Waters

supercomputer. Blue Waters is one of the most powerful supercomputers in the world, supported by the National Science Foundation and developed and run by the University of Illinois’ National Center for Supercomputing Applications (NCSA). If you are interested in being considered for this unique opportunity, be sure to include Blue Waters as one of your preferred research areas when prompted during your online application process and include a reference to Blue Waters in your cover letter. Qualified senior candidates may also be considered for tenured full Professor positions as part of the Grainger Engineering Breakthroughs Initiative, which is backed by a \$100-million gift from the Grainger Foundation. Over the next few years, more than 35 new endowed professorships and chairs will be established, which will provide incredible opportunities for world-renowned researchers. More information regarding the Grainger Initiative can be found at <http://graingerinitiative.engineering.illinois.edu/>. In order to ensure full consideration, applications must be received by January 8, 2016. Applicants may be interviewed before the closing date; however, no hiring decision will be made until after that date. Salary will be commensurate with qualifications. Preferred starting date is August 16, 2016, but is negotiable. Applications can be submitted by going to <http://jobs.illinois.edu> and uploading a cover letter, CV, research statement, and teaching statement, along with names of three references. For inquiry, please call 217-244-7949 or email [HR@cs.illinois.edu](mailto:HR@cs.illinois.edu). The University of Illinois conducts criminal background checks on all job candidates upon acceptance of a contingent offer. Illinois is an equal opportunity employer and all qualified applicants will receive consideration for employment without regard to race, religion, color, national origin, sex, sexual orientation, gender identity, age, status as a protected veteran, or status as a qualified individual with a disability. Illinois welcomes individuals with diverse backgrounds, experiences, and ideas who embrace and value diversity and inclusivity. ([www.inclusivelli](http://www.inclusivelli)



**CHAIR**  
**DEPARTMENT OF CIVIL AND ENVIRONMENTAL ENGINEERING**

Michigan State University invites nominations and applications for the position of Chair of the Department of Civil and Environmental Engineering. The Department currently has 26 tenure-system faculty members, with approximately 500 undergraduate and 120 graduate students. Degrees in both Civil Engineering and Environmental Engineering are offered at the B.S., M.S. and Ph.D. levels. Annual research expenditures are approximately \$6 million.

The faculty research subdisciplines include structures, materials, self-powered sensors, transportation, pavements, environmental and water resources. The faculty are very active and much engaged in a strong trend toward breaking out of subdisciplinary confines, with approaches that bring in new technologies and methodologies that address new problems, span multiple traditional subject areas, or are based on considerations and new criteria to CE and ENE professional practices. This evolutionary change is based on new paradigms that more broadly focus on the built and natural environments, infrastructure engineering, protection of human and ecological health, and sustainability. As an academic unit committed to quality teaching and research, the faculty seek to embrace this change, respond to the new challenges, and increase their societal impact, while building upon the very firm foundation provided by the core CE and ENE disciplines. The Department is home to the National Center for Pavement Preservation, an outreach/technology transfer operation with national and international connections at both industry and government levels.

The successful candidate will hold an earned doctorate in Civil or Environmental Engineering or a closely related discipline, a record of sustained excellence in research, teaching, and service commensurate with appointment as a tenured Full Professor, evidence of leadership, and strong administrative skills. Development/fundraising experience is a plus. Selection criteria include abilities to lead the department and implement a shared vision, to mentor and support faculty, to catalyze innovations in teaching and curricula at all levels, to promote further growth of sponsored research activities, to effectively represent Department interests, and to promote diversity. The preferred start date for the position is July 1, 2016.

MSU enjoys a park-like campus with outlying research facilities and natural areas. The campus is adjacent to the city of East Lansing and the capital city of Lansing. The Lansing metropolitan area has a diverse population of approximately 450,000. Local communities have excellent school systems and place a high value on education. Michigan State University is proactive in exploring opportunities for employment for dual career couples, both inside and outside the University. Information about MSU's dual career support can be found at [miwin.msu.edu](http://miwin.msu.edu). MSU is committed to supporting the employee's work and personal life ([worklife.msu.edu](http://worklife.msu.edu)) and more information relevant to the College of Engineering can be found at [www.egr.msu.edu/WE](http://www.egr.msu.edu/WE).

Candidates should submit an application for this position through: [jobs.msu.edu](http://jobs.msu.edu) and refer to position #2065. Applicants should submit a cover letter summarizing their interest in the position, qualifications and leadership approach, a full curriculum vitae, and a vision statement of three pages or less on the future of teaching, research and service in Civil and Environmental Engineering from an academic perspective. Names and contact information for five references should also be included. Applications will be reviewed on a continuing basis until the position is filled. For full consideration, applications should be received before **December 31, 2015**. Nominations or questions are welcome by contacting the search committee chair through email at [cee-chair-search@egr.msu.edu](mailto:cee-chair-search@egr.msu.edu).



MSU is committed to achieving excellence through cultural diversity. The University actively encourages applications and/or nominations of women, persons of color, veterans and persons with disabilities.

**MSU is an Affirmative Action, Equal Opportunity Employer.**



**Support Early-Career Math and Science Teachers in a Fellowship Program**

The Knowles Science Teaching Foundation (KSTF) is seeking two Program Officers for Teacher Development within the Teaching Fellows Program. KSTF seeks candidates with experience teaching math or science, passion for supporting early-career teachers, and a commitment to improving math and science education through investment in teachers. KSTF—a private, operating foundation—was established in 1999 to improve math and science education in the United States. The foundation's signature program, the KSTF Teaching Fellows Program, awards Fellowships designed to support early-career science and math teachers to become primary agents of educational improvement. Please visit [www.kstf.org/careers/](http://www.kstf.org/careers/) to learn more and apply.



**THE OHIO STATE UNIVERSITY**

COLUMBUS, OH

**Director & Professor**  
Mershon Center for International Security Studies

The Ohio State University seeks a director for the Mershon Center for International Security Studies. The center's mission is to advance understanding of national and international security in a global context.

It does this by fostering research and public outreach in numerous disciplines, working in particular to promote multi-disciplinary collaboration and high quality scholarship that addresses the questions central to security studies, broadly defined. This position is sponsored jointly by Ohio State's Office of International Affairs and the College of Arts and Sciences. Consequently, the Mershon Center Director will report to the Vice Provost for Global Strategies and International Affairs and to the college dean through a department chair. The director will be expected to pursue an active research agenda and to carry a half-time teaching load in his or her department.

The Mershon Director must hold a PhD or equivalent degree and have a record of successful publication and teaching that justifies appointment at the rank of full professor. Experiences in governmental, inter-governmental, and/or non-governmental institutions and agencies dealing with security issues are desirable, as is significant experience of international engagement and collaboration generally. Applicants should have a track record of academic leadership including grant seeking and institution building as well as other entrepreneurial endeavors. Appointment is contingent on the university's verification of credentials and other information required by law and/or university policies, including but not limited to a criminal background check.

**Apply to Academic Jobs Online at:** <https://academicjobsonline.org/ajob/jobs/6352>  
All applicants should submit a curriculum vitae and a cover letter briefly (1-2 pages) explaining why they are interested in the position and describing their vision of international security studies going forward. Applications will be accepted until the position is filled but those received by November 2, 2015, will receive priority consideration. Inquiries may be directed to **Richard Herrmann at [Herrmann.1@osu.edu](mailto:Herrmann.1@osu.edu)**

The Ohio State University is committed to establishing a culturally and intellectually diverse environment, encouraging all members of our learning community to reach their full potential. We are responsive to dual-career families and strongly promote work-life balance to support our community members through a suite of institutionalized policies. We are an NSF Advance Institution and a member of the Ohio/Western Pennsylvania/West Virginia Higher Education Recruitment Consortium (HERC).

The Ohio State University is an equal opportunity employer. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, sexual orientation or gender identity, national origin, disability status, or protected veteran status.

**SANTA BARBARA CITY COLLEGE**

**OUR MISSION**

As a public community college dedicated to the success of each student...

Santa Barbara City College provides students a diverse learning environment that inspires curiosity and discovery, promotes global responsibility, and fosters opportunity for all.

**COMING SOON!**

**Full time faculty positions Available Fall 2016**

We are currently seeking:

**Associate Dean-Educational Programs**

For more information about the position please visit our website at <http://apptrkr.com/684348>

Completed online applications must be submitted by **Monday, November 2, 2015 at 11:59 p.m. PST.**

*Santa Barbara City College is an Equal Opportunity Employer.*



**WESTMONT**

**Assistant or Associate Professor of Cultural Anthropology**

The Department of Sociology and Anthropology invites applications and nominations for a tenure-track position beginning fall of 2016. Specialty and geographical areas open. Teaching responsibilities include introductory courses in cultural anthropology, theory, research methods, and upper-level courses in fields of specialization. Interests in interdisciplinary collaboration, Westmont's Global Education program, and other locally or globally engaged campus initiatives required.

Westmont is a national liberal arts college in the evangelical Protestant tradition. We seek faculty invested in undergraduate teaching, a program of scholarly activity, and the mission of liberal arts education, all growing out of a vital and informed commitment to the Christian faith. As a department, we are particularly committed to diversity in personnel and perspective, so persons of color are encouraged to apply.

For details and instructions about applying, see [http://www.westmont.edu/\\_offices/provost/OpenPositions.html](http://www.westmont.edu/_offices/provost/OpenPositions.html)

*Westmont is an EEO employer, seeking to be diverse in people and programs consistent with its mission.*

**HUNTER**  
The City University of New York

**ASSISTANT, ASSOCIATE, OR FULL PROFESSOR**  
**DEPARTMENT OF POLITICAL SCIENCE**  
(Job ID: 13436)

**Full/Part Time:** Full-Time

**Regular/Temporary:** Regular

**FACULTY VACANCY ANNOUNCEMENT**

Hunter College (CUNY), Department of Political Science invites applications for a tenure-track position, at the rank of Assistant, Associate, and Full Professor, in the field of international relations. The department particularly seeks specialists in the area of international political economy. The position, to begin in Fall 2015, involves teaching courses and conducting research in international relations, contributing to departmental administration, and participating in college programs.

Performs teaching, research and guidance duties. Shares responsibility for committee and department assignments including administrative, supervisory, and other functions.

**QUALIFICATIONS:** Ph.D. degree in area(s) of experience or equivalent. Also required are the ability to teach successfully, demonstrated scholarship or achievement, and ability to cooperate with others for the good of the institution.

**COMPENSATION:** CUNY offers faculty a competitive compensation and benefits package covering health insurance, pension and retirement benefits, paid parental leave, and savings programs. We also provide mentoring and support for research, scholarship, and publication as part of our commitment to ongoing faculty professional development.

**HOW TO APPLY:** Applications must be submitted on-line by accessing the CUNY Portal on City University of New York job website (<http://www.cuny.edu/employment.html>) and following the CUNYfirst Job System Instructions. Current users of the site should access their established accounts; new users should follow the instructions to set up an account.

To search for this vacancy, click on Search Job Listings, select More Options To Search For CUNY Jobs and enter the Job Opening ID number. The required material, as stated on the CUNYfirst vacancy notice, for the application package must be uploaded as ONE file in .doc, .docx, .pdf, .rtf, or text format. Incomplete applications will not be considered.

**CLOSING DATE:** The search will remain open until the position is filled.

*CUNY is an AA/EO/IRCA/ADA Employer*



**DEPARTMENT OF BIOLOGY**  
**ASSISTANT PROFESSOR, GENETICIST**

The Department of Biology at Millersville University of Pennsylvania invites applications for a tenure-track undergraduate teaching/research position at the Assistant Professor level in the area of genetics beginning in August 2016. Highly regarded for its instructional quality and strong commitment to diversity, Millersville University is a learner-focused institution located in historic Lancaster County, known for its excellent schools and vibrant arts community, and close to Baltimore, Philadelphia, Washington, and NYC. MU enrolls about 8,500 undergraduate and graduate students. We seek individuals who embrace our public mission and value exploration, professionalism, integrity and compassion. Additional information about the program can be found at <http://www.millersville.edu/>. For a full description of the job and qualifications, and to apply, go to <http://jobs.millersville.edu/postings/2341> and create a faculty application. Full consideration given to applications received by **December 15, 2015**.

*An Equal Opportunity/Affirmative Action Institution • [www.millersville.edu](http://www.millersville.edu)*



**Assistant Professor (#16-04DFB) in Biology**

Assistant Professor of Biology (#16-04DFB). The Department of Biology anticipates filling an Assistant Professor position beginning June 27, 2016. We seek a versatile biologist with a strong record of teaching and expertise in ecology. The initial appointment will be three years. Successive reappointments of up to four years are possible. Responsibilities include teaching ecology and other biology courses as needed. Applicants will be assessed based on teaching credentials, scholarship, service, research, and education. Required: an earned doctorate in a biology-related field. Preference given to candidates demonstrating excellence in teaching, mentoring undergraduate research, and whose research includes field studies in local ecosystems. To Apply: Go to [www.usajobs.gov](http://www.usajobs.gov). Type in "USAF Academy" in the "Where" box and click on "Search Jobs." Then scroll down until you locate this position. **Applications must be received by November 16, 2015. U. S. citizenship required**





PROGRAM TEAM

Tufts Institute for Innovation (TII), a major new university initiative, is seeking to hire a program team of up to four senior-level faculty as the initial members of its core faculty. Institute Faculty will hold senior-level academic appointments in one or more schools/departments at any of the three campuses of Tufts University.

TII's mission is "Improving the Human Condition" and its theme is Global Health. Specific topical areas of interest include microbes and diagnostics/advanced analytics, however other compelling programs in other areas of Global Health are encouraged. Led by Founding Institute Director David Walt, TII is focused squarely on blending the best of both academia and industry, to identify and address unsolved problems and to deliver implementable solutions. Impact and outcome will be the measures of our success. TII will accomplish its mission by assembling multidisciplinary teams of researchers to address these problems comprehensively and actively to generate solutions.

TII Core Faculty will be housed in a state of the art facility on Tufts Boston campus, co-located with Tufts School of Medicine, the Friedman School of Nutrition Science and Policy, Tufts Human Nutrition Research Center on Aging, Tufts School of Dental Medicine, as well as Tufts Medical Center. Cummings School of Veterinary Medicine on the Tufts Grafton Campus, together with the School of Engineering, the School of Arts & Sciences, the Fletcher School of Law and Diplomacy, and Tisch College of Citizenship and Public Service all on the Tufts Medford Campus also provide rich opportunities for collaboration. TII's lab and office complex will be designed to maximize teamwork and interaction between faculty, students and staff. TII will house several major core facilities to be designed and built by TII faculty and staffed by experienced professionals. Substantial funding and other support (e.g. clinical access, core facilities) will be provided to enable teams to build first in class research programs.

Applicants should be senior investigators who have identified a problem for which solutions can be designed and implemented to effect change in a target community or a target population. Team members should include an individual who understands the specific needs of the target community for effective implementation, either as part of the initial program team or at an appropriate time once the program begins. Demonstrated success in translational activities/enacting change, including interactions with the commercial sector and/or NGOs, policy groups, etc. is desirable. Investigators with industrial experience are encouraged as members of a program team.

Teams should send curriculum vitae including records of funding, a vision statement describing a proposed program, and funding requirements for the five-year program. Teams may propose staged projects in which part of the team is brought on board in Year 1 while subsequent team members are brought on, or networked in, at a later date. Program teams are encouraged to leverage existing strengths and expertise at Tufts.

All application materials should be submitted via <https://apply.interfolio.com/32239>. Members of a program team should apply individually via Interfolio, and indicate in their cover letters the names of the other members of their program team. Review of applications will begin November 30, 2015, and continue until the positions are filled.

**This is an extraordinary opportunity for entrepreneurial teams of investigators to partner in building a transformative initiative with the potential to have tremendous global impact and serve as a model for academic research in the 21st century.**

Change the world with us:  
<https://tii.tufts.edu/>

*Tufts University is an Affirmative Action/Equal Opportunity employer. We are committed to increasing the diversity of our faculty. Members of underrepresented groups and women are strongly encouraged to apply.*

nois.illinois.edu). We have an active and successful dual-career partner placement program and a strong commitment to work-life balance and family-friendly programs for faculty and staff (<http://provost.illinois.edu/worklife/index.html>).

**Computer Science:** The Department of Mathematics and Computer Science at Fayetteville State University invites applications for a tenure-track position of Assistant Professor in Computer Science to begin in August 2016. Responsibilities of the position include teaching, research, student advising, and university and community service. Applicants must have a Ph.D. in Computer Science or a closely related field, with expertise in cyber security and/or networking (ABD will be considered if award of Ph.D. degree can be expected before start of employment). The successful applicant will have opportunities for research with FSU's Center for Defense and Homeland Security. Fayetteville State University is a constituent institution of the University of North Carolina and the second oldest public institution of higher education in the state. Founded in 1867 as the Howard School for the education of African Americans, today FSU serves a growing student body of approximately 6,000 and ranks among the nation's most diverse campus communities. The Department of Mathematics and Computer Science offers B.S. degrees in Computer Science and Mathematics with approximately 200 majors. The program in Computer Science is ABET accredited. Review of applications will begin immediately and continue until the position is filled. Please apply at <http://www.uncf-su.edu/hr/employment>; and send official undergraduate and graduate transcripts and three letters of recommendation with original signatures from people who are familiar with your work to: Dr. Chan, Search Committee Chair, Department of Mathematics and Computer Science, Fayetteville State University, 1200 Murchison Road, Fayetteville, NC 28301. To learn more about the position, feel free to contact the Search Committee Chair by email ([achan@uncf-su.edu](mailto:achan@uncf-su.edu)) or by telephone (910-672-1517). To learn more about FSU and the Department of Mathematics and Computer Science, visit <http://www.uncf-su.edu/macsc>. Fayetteville State University is committed to equality of educational opportunity and employment and does not discriminate against applicants, students, or employees based on race, color, national



Massachusetts  
Institute of  
Technology

Assistant Professor  
Department of Chemical Engineering

The MIT Department of Chemical Engineering (<http://web.mit.edu/cheme/>) invites candidates for faculty positions starting July 2016 or thereafter. Appointment will be at the assistant or untenured associate professor level and will be located in Cambridge, MA. In special cases, a senior faculty appointment may be possible. Candidates must have a Ph.D. in chemical engineering or a related field by the start of their employment. Candidates with research and teaching interests in all areas relevant to the field of chemical engineering will be considered. The successful candidate is expected to advise students, and develop and teach chemical engineering courses at both undergraduate and graduate levels, as well as to develop a sponsored research program and be involved in service to MIT and the profession.

Interested candidates should submit application materials electronically at <https://chemefacsrch.mit.edu>. Each application must include: a curriculum vitae; the names and addresses of three or more references; a strategic statement of research interests; and a statement of teaching interests. It is the responsibility of the candidate to arrange for reference letters to be uploaded at <https://chemefacsrch.mit.edu/letters/>.

Please address questions to  
ChemE-Search-Master@chemefacsrch.mit.edu.  
Responses received by December 1, 2015, will be given priority.

*With MIT's strong commitment to diversity in engineering education, research and practice, we especially encourage minorities and women to apply. MIT is an Equal Opportunity/Affirmative Action employer*

<http://web.mit.edu>

origin, religion, sex, gender identity, sexual orientation, age, disability, genetic information or veteran status. Moreover, Fayetteville State University values diversity and actively seeks to recruit talented students,

faculty, and staff from diverse backgrounds. This position is subject to the successful completion of an employment background check. An employment background check includes a criminal background check, em-



Rensselaer

SENIOR ASSOCIATE VICE PRESIDENT FOR RESEARCH  
Troy, NY

Rensselaer Polytechnic Institute, the nation's oldest technological institution and a top-ranked private technological research university, seeks a highly accomplished leader to serve as Senior Associate Vice President for Research.

The University offers degrees at the bachelor's, master's and doctoral levels from five schools: Engineering; Science; Architecture; Humanities, Arts, and Social Sciences; and, the Lally School of Management, as well as an interdisciplinary degree in Information Technology. Students are encouraged to work in interdisciplinary programs that allow them to combine scholarly work from several departments or schools. Its more than 450 faculty members include National Science Foundation Presidential Faculty Fellows, members of the National Academy of Engineering, the National Academy of Sciences, and Fellows of other eminent professional organizations.

Driven by talented, dedicated, and forward-thinking faculty, Rensselaer has dramatically expanded the research enterprise by leveraging its existing strengths and focusing on five signature research areas: Biotechnology and Life Sciences; Computational Sciences and Engineering; Experimental Media and the Arts; Energy and the Environment; and, Nanotechnology and Advanced Materials. The Institute is especially well-known for its success in the transfer of technology from the laboratory to the marketplace so that new discoveries and inventions benefit human life, protect the environment, and strengthen economic development.

Today, just as Rensselaer is positioning itself for its third century of service, the world is at a watershed moment—shaped by three factors: humanitarian challenges of increasing complexity and interconnectedness across the globe; the consequent need to create graduates who are global citizens and lifelong learners; and, the ever increasing availability of technologies in connecting people and divergent sources of information in new ways. What is required is a new paradigm for teaching, working, learning, and research, which Rensselaer has termed *The New Polytechnic*.

Using advanced technologies, *The New Polytechnic* enables collaborations between talented people across disciplines, sectors, and global regions, in order to address the complex problems the world faces. This vision of The New Polytechnic is already making a difference in the global impact of Rensselaer's research, in its innovative pedagogy, and in the lives of its students.

The New Polytechnic is built upon *The Rensselaer Plan*, a bold strategic plan conceived by the Institute President, the Honorable Shirley Ann Jackson, Ph.D., which has served as a blueprint for transforming the Institute into a "fully realized technological university." The goal of offering a world-class educational experience to students includes building a robust research enterprise and creating an environment and community that nurtures, supports and enables Rensselaer students to excel in all aspects of their lives. Aggressive recruiting of world-class faculty continues, including significant investments in creating new faculty positions and focusing on developing clusters of distinguished research faculty (Constellations) in strategic areas of research emphasis. New research platforms include the Biotechnology and the Life Sciences; Computational Sciences and Engineering; Media, Arts, Science, and Technology; Energy, Environment, and Smart Systems; and Nanotechnology and Advanced Materials.

As Rensselaer advances *The Rensselaer Plan* to its next stage of development, *The Rensselaer Plan 2024*, the Institute is building its strength, its impact, and its reputation on the principles upon which the university was established in 1824, and that have been reinforced by the success of *The Plan*.

The goal of *The Rensselaer Plan 2024* is to enable Rensselaer to have even greater success and to continue to gain prominence in the 21st century, as a top-tier world-class technological research university with global reach and global impact. It is moving from transforming Rensselaer to Rensselaer's being transformative – for its students, in its pedagogy and in the global impact of its research.

Solutions to scientific and societal challenges begin with insight and discovery, and Rensselaer researchers are leaders in this landscape. Today, Rensselaer's researchers in Energy and the Environment are exploring the development of renewable technologies to enable us to coexist with a bio-diverse planet; its Biotechnology and Life Sciences researchers are leading the way to the creation of life-saving treatments; Rensselaer researchers in Nanotechnology and Advanced Materials are enabling the development of new materials that support a safer, more cost-effective, and sustainable environment. Through Computational Sciences and Engineering, Rensselaer researchers are deepening our comprehension of a multi-faceted world. Using Rensselaer's extraordinary Media and the Arts platforms that blur existing boundaries between observation, perception, and experience, its researchers are creating environments that expand the ability to learn, understand, and communicate.

For the last decade, *The Rensselaer Plan* has provided a blueprint for transformation and impact. It has guided development of an exceptional campus environment for advancing research with the potential to address science and society's most challenging problems. Based on this strong foundation, Rensselaer research is creating a better future through the innovation and engineering of a better world.

The Senior Associate Vice President for Research, reporting to the Vice President for Research, will oversee the day-to-day administration and operations for the Office of Research. The incumbent will lead research faculty in the development of major interdisciplinary research proposals. The Senior Associate Vice President will provide oversight of faculty and staff assigned to Institute-wide Research Centers and ensures the sponsored research activities of the Institute are aligned with the signature research thrust of the Institute. The incumbent will lead and/or pursue new interdisciplinary research efforts with state, federal and corporate partners and ensures all Institute related research activities is coordinated; meets and exceeds regulatory compliance; enhances the visibility of research programs; develops and grows research partnerships among and between government, industry, alumni/ae, public sector communities, and relevant constituencies.

Qualifications of the successful candidate would encompass: Ph.D. in Engineering or Science discipline with 8 or more years in a senior level research position; established record of interdisciplinary research and funding and a recognized national leader in one or more areas of research; a solid academic record as a tenured full professor, and/or served as an endowed professor; demonstrated appreciation of scientific and technical research breadth appropriate to partner and collaborate with other research faculty, sponsoring agencies and industry and of leading and managing researchers in an academic or governmental research institution; extensive experience in generating research proposals, pre and post research awards, Export Control, Intellectual Property, Commercialization, and New Ventures; and, achieved success in growing a research program and creating a culture of research.

Korn Ferry invites confidential e-mail inquiries and expressions of interest. Nominations and applications, which should include a c.v. and cover letter explaining relevant experience, may be directed in complete confidence to:

David Mead-Fox, Ph.D.  
Senior Client Partner  
Korn Ferry  
265 Franklin Street, 17th floor  
Boston, MA 02110  
Email: [David.Mead-Fox@kornferry.com](mailto:David.Mead-Fox@kornferry.com)  
Rensselaer is an EO/AA Employer



ployment verification, reference checks, license verification (if applicable) and credit history check (if applicable).

**Computer Science:** The Indiana University School of Informatics and Computing - Indianapolis invites applications for one or more open-rank tenure-track faculty positions in the Department of Human-Centered Computing. The appointment will begin August 1, 2016 at the Indiana University-Purdue University Indianapolis (IUPUI) campus. Exceptional researchers are being sought to join our fast-growing department.

Candidates must demonstrate an outstanding scholarly record of research, exhibited by high-impact peer-reviewed publications and a forward-looking, vigorous research agenda that will secure competitive, external funding. While we are seeking candidates in all areas of Human-Centered Computing, we are particularly interested in those with strong research experience and a commitment to graduate and undergraduate teaching in the areas of Human-Computer Interaction (HCI) and Informatics. Topics of interest include (but are not limited to): accessibility, embodied interaction, interac-

tion design, healthcare HCI, "big data" and visual analytics. By strengthening or complementing the faculty research in the department, the ideal candidates will use creative, innovative approaches and technologies to address fundamental HCI and informatics challenges with broader societal impact, and have the potential to leverage the strengths of the IUPUI campus, including its unique location in downtown Indianapolis, opportunities for civically-engaged research, interdisciplinary and collaborative environment and nation-wide leadership in the health and life sciences. Highly-quali-



fied candidates at all ranks will be considered. Full description and application instructions available at <http://soic.iupui.edu/openings/hcc-tenure-track/>. IUPUI is an EEO/AA Employer, M/F/D.

**Counseling Psychology:** The Department of Counseling, Rehabilitation Counseling, and Counseling Psychology within the College of Education and Human Services at West Virginia University, invites applications for a nine month, tenure line, and benefits-eligible faculty position at the rank of Assistant Professor to begin August 16, 2016. The appointee will serve as a core faculty member of the APA-accredited Counseling Psychology Ph.D. program. Salary is commensurate with qualifications and experience. Responsibilities include teaching, research, and service. The department hosts three nationally accredited programs: the counseling program is accredited by CACREP, the rehabilitation counseling program is accredited by CORE, and the counseling psychology program is accredited by APA, with a proposed military psychology area of emphasis. WVU is the state's major research university and is classified as a Carnegie Foundation Research University. WVU is located in Morgantown, WV, a vibrant university town ranked more than once as one of the top three small cities in the East (<http://www.morgantownwv.gov>). Required Qualifications: The candidate will hold a doctorate in Clinical or Counseling Psychology, be licensed, and show evidence of professional experience working with veterans and their families or as a military psychologist. The candidate must have experience in teaching, research, and service commensurate with the qualifications of the tenure line Assistant Professor at WVU. Responsibilities: The candidate will contribute to the core teaching, research, and service within the APA-approved Ph.D. program in Counseling Psychology. Specifically, will contribute to the development of a program of research, and teaching within the proposed Veterans and Military Psychology area of emphasis, and other relevant courses within the doctoral program. Application Process: Screening of application materials will begin November 1, 2015 until the position is filled. Send applications electronically to Vicki Railing [Vicki.Railing@mail.wvu.edu](mailto:Vicki.Railing@mail.wvu.edu). The application package should include: a cover letter describing how the candidate's background and experiences match those described in the announcement; a professional list of three references including e-mail addresses and phone numbers; evidence of research productivity in the form of reprints or DOI links; and a complete curriculum vitae. Inquires may be made with Dr. Jeff Daniels: (304) 293-2235, [Jeffrey.Daniels@mail.wvu.edu](mailto:Jeffrey.Daniels@mail.wvu.edu). For a more information about the program and department, visit [http://cehs.wvu.edu/fac\\_staff/jobs](http://cehs.wvu.edu/fac_staff/jobs). WVU is an EEO/Affirmative Action Employer. Under represented class members are encouraged to apply. This includes: minorities, females, individuals with disabilities and veterans.

**Criminal Justice:** Oakland University, The Department of Sociology, Anthropology, Social Work, & Criminal Justice invites applications for a full-time, tenure-track Assistant Professor of Criminal Justice position to begin Fall 2016. Applicants must demonstrate or have the potential to produce scholarly research as well as teaching effectiveness. A Ph.D. in criminology/criminal justice or a related field is required at the time of appointment, August 15, 2016. Teaching load, salary and benefits are competitive. Oakland University is an Affirmative Action/Equal Opportunity Employer and encourages applications from women and/or minorities. We seek candidates who have the potential to contribute to our program specialization in homeland security. This could include research and/or teaching potential in any of the following areas: terrorism, border security and patrol, federal law enforcement/corrections, trafficking, critical incident analysis, or similar topics. In addition, preference may be given to candidates who could teach courses in additional core program areas. Applicants with professional and/or military experience are especially encouraged to apply. Located near many cultural and recreational resources in suburban Detroit, Oakland University (<http://www.oakland.edu>) is a state university enrolling approximately 20,000 students. Given metro Detroit's myriad transportation avenues (including highways, railways, and waterways) and its proximity to national and international borders, and the presence of many federal agency field offices in Detroit, Oakland University is an ideal location for addressing issues of homeland security. Applications will be accepted at <http://jobs.oakland.edu/postings/6212> and should include a letter of application, curriculum vitae, examples of scholarly publications/presentations, evidence of teaching effectiveness or potential, and three letters of recommendation. We encourage candidates to alert letter writers that email servers often treat such messages as spam. An application is considered complete when all required information is received. Please direct questions to Dr. Wendi Johnson, Chair of the Search Committee at [wjohnson@oakland.edu](mailto:wjohnson@oakland.edu). Candidates with questions about the department or the position are also welcome to introduce themselves to faculty members at the American Society of Criminology 2015 Annual Meeting. Review of applications will begin November 25, 2015 and continue until the position is filled.

**Criminal Justice:** The Criminal Justice Program at Penn State Harrisburg (PSH), the Capital College, invites applications for one tenure-track Assistant or Associate Professor position to begin August 2016. Those applicants seeking appointment at the Associate Professor level must provide evidence of a scholarly and teaching record commensurate with the expectations at Penn State Harrisburg. Applicants at the Assistant Professor level must provide evidence of or the potential for an active research agenda. A Ph.D. in criminal justice or related social science discipline is required. Those who hold a J.D. only will not be considered. Successful candidates are expected to teach



Are you a creative investigator who excels at working collaboratively and pushing disciplinary boundaries?

Then we want to hear from you.

The College of Biological Sciences at the University of Minnesota announces up to two tenure-track positions in Biology Education at the level of assistant professor. These positions were created to complement the already existing strengths of the new Department of Biology teaching and Learning. Successful candidates will have experience in biology education research, innovative evidence-based teaching, and biology research.



College of  
Biological Sciences  
UNIVERSITY OF MINNESOTA  
Driven to Discover™

Learn more about research cluster themes and specific positions at [z.umn.edu/BTLfaculty](http://z.umn.edu/BTLfaculty)



Massachusetts  
Institute of  
Technology

Come work with us!

### Tenure-track Faculty Positions Department of Civil and Environmental Engineering

The Department of Civil and Environmental Engineering invites applications for several tenure-track faculty positions to begin July 2016 or thereafter. Appointments will be at the assistant or untenured associate professor level. In special cases, a senior faculty appointment may be possible. We will consider exceptional candidates in all areas related to Civil and Environmental Engineering. Further information about the department can be found at <http://cee.mit.edu/about-mit-cee>.

The candidate should have demonstrated excellence in original research and demonstrate strong fundamental knowledge in a core area. Faculty responsibilities will include teaching at the graduate and undergraduate levels, developing course materials, student advising, conducting original scholarly research, and supervision of student research. Applicants should hold a Ph.D. by the beginning of employment.

Applications are being accepted electronically at <https://school-of-engineering-faculty-search.mit.edu/cee-search/register.tcl>. Each application must include: a curriculum vitae, the names and addresses of three or more references, a two-page strategic statement of research interests, a one-page statement of teaching interests, and electronic copies of no more than three representative publications. It is the responsibility of the candidate to arrange for reference letters to be uploaded at <https://school-of-engineering-faculty-search.mit.edu/cee-search/letters>.

Applications received by **December 1, 2015** will be given priority.

*With MIT's strong commitment to diversity in engineering education, research and practice we especially encourage minorities and women to apply.*

Questions may be directed to Prof. Markus J. Buehler, Department Head, Civil and Environmental Engineering, Massachusetts Institute of Technology, Room 1-290, Cambridge, MA 02139, USA, or by email to: [mbuehler@MIT.EDU](mailto:mbuehler@MIT.EDU).

MIT is an Equal Opportunity/  
Affirmative Action employer.

<http://web.mit.edu>



UNIVERSITY OF  
NORTHERN  
COLORADO

### COLLEGE OF NATURAL AND HEALTH SCIENCES

The University of Northern Colorado, College of Natural and Health Sciences, invites applications for the following full-time faculty positions. Screening dates are specified in the full vacancy announcements which, along with application instructions, are available at

<http://www.unco.edu/nhs/employment.html>

#### School of Biological Sciences:

- Assistant/Associate Professor, Biology Education, Tenure-Track/Tenure-Eligible (Position F99442)
- Assistant Professor, Biomedical Sciences, Tenure Track (Position F99513)

#### Department of Chemistry and Biochemistry:

- Assistant/Associate Professor, Chemical Education, Tenure-Track/Tenure-Eligible (Position F99716)
- Lecturer, General Chemistry and Chemical Education, Contract-Renewable (Position F99527)

#### School of Human Sciences:

- Assistant/Associate Professor, Recreation, Tourism & Hospitality, Tenure-Track/Tenure-Eligible (Position F99800)

#### School of Nursing:

- Assistant Professor, Nursing, Tenure-Track (Position F99815)

#### School of Sport and Exercise Science:

- Assistant/Associate Professor, Sport Pedagogy, Tenure-Track/Tenure-Eligible (Position F99490)

#### Mathematics and Science Teaching (MAST) Institute Director:

- Associate/Full Professor, Science or Math discipline, Tenure-Track/Tenure-Eligible

The University of Northern Colorado is a Doctoral/Research University enrolling 12,000+ graduate and undergraduate students. The University, founded in 1889, is located in Greeley, Colorado, which has a growing population of 94,000. Greeley is an hour north of Denver and 30 miles east of the Rocky Mountains.

### UNITED STATES AIR FORCE ACADEMY



**Assistant Professor of Engineering Mechanics (#16-10DFEM).** The Department of Engineering Mechanics anticipates hiring an Assistant Professor beginning June 27, 2016. Desired experience includes mechanics of materials, aerospace structures, finite element analysis, fatigue and fracture, composite materials, structural dynamics, and experimental mechanics. The initial appointment will be for three years. Successive reappointments of up to four years are possible. Responsibilities include teaching undergraduate mechanical engineering courses and fulfilling departmental duties. An earned doctoral degree in Engineering Mechanics or Mechanical, Aeronautical, or Astronautical Engineering focused in structural mechanics with demonstrated expertise in the specified fields by the time of application is required. **To Apply: Go to [www.usajobs.gov](http://www.usajobs.gov).** Type in "USAF Academy" in the "Where" box and click on "Search Jobs." Then scroll down until you locate this position. Applications must be received by November 30, 2015. U. S. citizenship required.

policing courses and an upper-level course in Ethics in Criminal Justice. There are also opportunities for teaching in the candidate's specialty area via already-existing upper-level undergraduate and graduate-level electives or by course development in those areas where courses do not already exist. Further, all criminal justice faculty members are expected to teach in both the online and residential undergraduate programs in criminal justice (B.S.) as well as the graduate program in criminal justice (MACJ). The Criminal Justice Program is part of the School of Public Affairs with additional undergraduate programs in Health Administration, Public Policy and Political Science. Additional graduate programs within the School include the Master of Public Administration, the Master of Health Administration, and a Ph.D. in Public Administration. Penn State Harrisburg is located in the Central Pennsylvania area, in close proximity to downtown Harrisburg and the State Capital complex. It is within a two-three hour drive from such larger metropolitan areas as Baltimore, Washington, D.C., New York City, and Philadelphia, PA. For information about Penn State Harrisburg visit: <http://harrisburg.psu.edu>. For information about

the School of Public Affairs and the Criminal Justice Program, visit <http://harrisburg.psu.edu/public-affairs>. Applicants for the position should submit a letter of application indicating interest for the position, curriculum vitae, and three letters of professional reference to [psu.jobs](mailto:psu.jobs), job number 59650. Application review will begin immediately and continue until the position is filled. Campus security crime statistics: For more about safety at Penn State, and to review the Annual Security Report which contains information about crime statistics and other safety and security matters, please refer to <http://www.psu.edu/clery/>, which will also provide you with detail on how to request a hard copy of the Annual Security Report. Penn State is an equal opportunity, affirmative action employer, and is committed to providing employment opportunities to minorities, women, veterans, disabled individuals, and other protected groups.

**Criminal Justice:** The University of Arkansas at Little Rock (UALR) Department of Criminal Justice invites applications for two (2) tenure-track Assistant Professor positions to begin August 2016. We seek candidates with a Ph.D. (or completed all Ph.D.

requirements before employment commences) in Criminology, Criminal Justice, or closely related field. The area of specialization is open for one position (R97294), while we seek candidates with strong expertise in statistics and quantitative research for the second position (R97396). These positions include teaching in face-to-face and online formats. Candidates are expected to (1) work positively with faculty, staff, students, and the community, (2) teach across all academic programs, (3) conduct and disseminate scholarly research, (4) mentor undergraduate and graduate students, and (5) serve the department, the university, and the community. Successful candidates will have earned a Ph.D. in Criminology, Criminal Justice, or a closely related field. Applicants with ABD who are close to completion will also be considered, but the Ph.D. should be earned prior to employment. For position R97396, expertise in statistics and quantitative research is required and experience as a faculty member desirable. Application materials must be submitted through the UALR online application system. Please submit (1) a letter of interest clearly indicating the position of interest, (2) curriculum vitae, (3) a teaching philosophy, (4) a state-





Towson University ([www.towson.edu](http://www.towson.edu)) was founded in 1866, is recognized by *U. S. News & World Report* as one of the top public universities in the Northeast and Mid-Atlantic regions, is Baltimore's largest university, and is the largest public, comprehensive institution in the University of Maryland System. TU enrolls almost 19,000 undergraduates and over 3,000 graduate students across six academic colleges (business, education, fine arts, health professions, liberal arts, science & mathematics), has over 890 full-time faculty, and offers more than 65 Bachelor's, 45 Master's, and 5 Doctoral programs. Our centrally located campus sits on 330 rolling green acres and is 10 miles north of Baltimore, 45 miles north of Washington D.C., and 95 miles south of Philadelphia.

#### THE JESS AND MILDRED FISHER COLLEGE OF SCIENCE AND MATHEMATICS

##### Department of Biological Sciences

##### Assistant Professor in Conservation Biology

Tenure-track, 10-month Assistant Professor position in conservation biology in the Department of Biological Sciences beginning August 2016. Ph.D. in biology, molecular biology, ecology, or a related field. Postdoctoral experience is preferred. ABD applicants considered, but appointment will be at the Instructor rank and all degree requirements must be completed by February 1, 2017. Strong foundation in ecology and evolutionary biology and interest in combining field research with modern molecular techniques to address issues in conservation biology. Faculty assigned an instructional workload of six (6) course units per academic year for the first year. Beginning the second year the workload reverts back to the standard instructional workload of seven to eight (7-8) course units. Teaching responsibilities will include courses in introductory biology, an advanced undergraduate course that investigates molecular approaches to conservation, and a graduate-level course in the area of specialty. Review of applications begins October 23, 2015 and continue until position is filled. **FCSM-N-2922**

**For detailed information on this position, please visit:**  
[http://www.towson.edu/odeo/employmentatTU/academic\\_positions.asp](http://www.towson.edu/odeo/employmentatTU/academic_positions.asp)

*Towson University is an equal opportunity/affirmative action employer and has a strong commitment to diversity. Women, minorities, persons with disabilities, and veterans are encouraged to apply. These positions are contingent on availability of the funds at the time of hire.*

#### Faculty Position in The Grado Department of Industrial and Systems Engineering Virginia Tech

The Grado Department of Industrial and Systems Engineering at Virginia Tech is seeking outstanding faculty candidates to contribute to our instructional and research efforts in human factors engineering and ergonomics. We particularly seek individuals with expertise in the following areas and whose research uses experimental, modeling and/or field-based approaches: lower body mechanics (especially slips, trips, and falls) and occupational ergonomics (including injury prevention).

Appointments will be considered at the Assistant, Associate and Full Professor ranks, for tenure-track or tenured positions starting in the 2016-2017 academic year.

Applicants should have achieved, or show potential to develop, a strong program of externally funded research and scholarship. The position requires a Ph.D. degree, with at least one degree in human factors engineering, ergonomics, industrial engineering, or a closely related field. We are seeking candidates with exceptional potential for leadership in research and education, and a strong commitment to high quality research. The successful applicant will also be expected to provide skilled teaching of foundational and advanced courses at both the undergraduate and graduate levels. Candidates for Associate and Full Professor must have a strong record of research leadership, publications, and external funding.

For information regarding the position and application process, please visit [www.ise.vt.edu/hf-faculty-search/](http://www.ise.vt.edu/hf-faculty-search/). Applications must be submitted online at [jobs.vt.edu](http://jobs.vt.edu) (posting number TR0150137) and include a cover letter, current vita, research statement, teaching statement, up to three relevant research publications (submitted in a single document under 'Other Doc'), and the names of at least three references. Reference letters should be provided online by request only for top candidates. Review of applications will begin on December 7, 2015 and will continue until the position is filled. For questions about the position, please contact the search committee at [ise-search@vt.edu](mailto:ise-search@vt.edu).

Virginia Tech has a strong commitment to the principle of diversity and inclusive excellence, and, in that spirit, seeks a broad spectrum of candidates including women, minorities, and people with disabilities. Virginia Tech is the recipient of a National Science Foundation ADVANCE Institutional Transformation Award to increase the participation of women in academic science and engineering careers.



ment of research interest, and (5) three letters of reference. Additional information about these positions are available under the Jobs link on the Human Resources' website at <http://ualr.edu/humanresources/>. Review of applications will begin on November 1st 2015 and will continue until all positions are filled. If you have any questions about the position, please contact Dr. David Montague, Chair of the Search Committee, by email at [drmontague@ualr.edu](mailto:drmontague@ualr.edu), or Dr. Julien C. Mirivel, Interim Chair, at [jemirivel@ualr.edu](mailto:jemirivel@ualr.edu) or by phone at 501-569-3083. This position is subject to a pre-employment criminal and financial history background check. A criminal conviction or arrest pending adjudication and/or adverse financial history alone shall not disqualify an applicant in the absence of a relationship to the requirements of the position. Background check information will be used in a confidential, non-discriminatory manner consistent with state and federal law. The University of Arkansas at Little Rock is an equal opportunity, affirmative action employer and actively seeks the candidacy of minorities, women, veterans, and persons with disabilities. Under Arkansas law, all ap-

lications are subject to disclosure. Persons hired must have proof of legal authority to work in the United States.

**Dean/Financial Aid:** Oversight of all day to day functions of the admissions and financial aid offices. The Dean assists the Vice President for Institutional Advancement in all essential areas to maximize recruiting efforts for the College. Bachelor's degree from an accredited four-year college or university is required; Master's degree preferred. It is essential to have five years in admissions with two years as an assistant or associate director/dean and desirable to have ten years in admissions with at least two years as a director/dean or associate/assistant director/dean of Admissions. Submit cover letter, resume, and list of 3 references electronically to [ECEmployment@eureka.edu](mailto:ECEmployment@eureka.edu) (please put "Dean of Admissions & Financial Aid" in the subject heading); pdf format or WORD format acceptable. Print

materials to Human Resources, Eureka College, 300 E. College Avenue, Eureka IL 61530. Eureka College is an equal opportunity employer committed to achieving diversity within its administration, faculty, staff and students.

**Dean:** Job Posting: Associate Dean, Research and Learning Services Northeastern University Libraries, Boston, Massachusetts Founded in 1898, Northeastern University is a global, experiential, research university built on a tradition of engagement with the world, and offers a comprehensive range of undergraduate and graduate programs leading to degrees through the doctorate in nine colleges and schools. Northeastern's ongoing commitment to excellence has led to a rise into the top 50 in the US News & World Report's rankings, the hiring of over 400 new faculty in the past 8 years, and annual funded research grant awards now exceeding \$125M. With a focus on global coopera-



Massachusetts  
Institute of  
Technology

Come work with us!

## Tenure Track Faculty

**The Department of Brain & Cognitive Sciences (BCS)** (<http://bcs.mit.edu>) at MIT is looking to hire up to five (5) tenure-track faculty at the assistant professor level. Affiliations with the Picower Institute for Learning & Memory and the McGovern Institute for Brain Research are possible. We are most excited about candidates who work in one or more of the following four (4) areas:

*i. Computational and theoretical approaches to neuroscience and cognition.* Possible areas of focus include but are not limited to: statistics and data science, neural circuits, neural population representations and transformations, and cognitive processes. Candidates with the ability to build bridges across empirical domains are especially attractive. An affiliation with Electrical Engineering and Computer Science (EECS), the Computer Science and Artificial Intelligence Laboratory (CSAIL), Institute for Data, Systems, and Society (IDSS), or other allied departments is possible.

*ii. Systems neuroscience in non-human animals.* The ideal candidate would be driven by computational questions and ideas from human cognition, with the goal of reverse engineering the underlying neural representations and processes using tools that allow access to multiple brain regions.

*iii. Cognitive neuroscience in humans,* especially if the candidate's work bridges levels of analysis using a variety of methods including MRI, MEG, fMRI, theoretical modeling, genetics and reverse engineering approaches.

*iv. Human cognition using behavioral methods,* especially in the areas of language and/or cognitive development.

Successful applicants are expected to develop and lead independent, internationally competitive research programs and to share in our commitment to excellence in undergraduate and graduate education by teaching courses and mentoring graduate and undergraduate students. PhD must be completed by start day of employment and some postdoctoral training is preferred.

Please submit application materials – cover letter, CV, statement of research and teaching interests and representative reprints – online at <https://academicjobsonline.org/ajob/jobs/5972>. Please state research area in cover letter. To help direct the application, applicants should indicate which of the four areas listed above is their main research area by answering the mandatory questions included in the application. In addition, please arrange to have three letters of recommendation submitted online. Review of applications will begin on October 31, 2015.

*MIT is an affirmative action employer, and we encourage applications from women and underrepresented minorities.*

<http://web.mit.edu>



INDIANA UNIVERSITY  
BLOOMINGTON

### Post-Doctoral in Computational Neuroscience

Applications are invited for a post-doctoral in Computational Neuroscience. The position will be available in Spring 2016, but the starting date is flexible. The initial appointment will be for one year, with the possibility of renewal for a second year. The successful candidate will be working with Professors Eduardo Izquierdo and Randall Beer to construct and analyze integrated neuromechanical models of behavior in the nematode worm *C. elegans*. The ideal candidate will have completed their doctoral studies, and should have expertise in modeling and computational neuroscience. Experience in parameter optimization algorithms, dynamical systems theory, and information theory would be preferred but not necessary. Strongest consideration will be given to applications received before December 31, 2015; however, applications will be considered until the position is filled. Interested candidates should review the application requirements and submit their applications at <https://indiana.peopleadmin.com/postings/1962>. Questions regarding the position can be directed to Professors Eduardo Izquierdo or Randall Beer at Cognitive Science Program, Indiana University, 1900 East 10th St., 819 Eigenmann, Bloomington, Indiana 47406-7512 or, by email, [edizquie@indiana.edu](mailto:edizquie@indiana.edu) or [rdbeer@indiana.edu](mailto:rdbeer@indiana.edu).

*Indiana University is an equal employment and affirmative action employer and a provider of ADA services. All qualified applicants will receive consideration for employment without regard to age, ethnicity, color, race, religion, sex, sexual orientation or identity, national origin, disability status or protected veteran status. Applications from women and minority group members are especially encouraged.*



ILLINOIS  
UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

## Open Rank Faculty of Mechanical Science

The Department of Mechanical Science and Engineering at the University of Illinois at Urbana-Champaign invites applications for multiple faculty positions in all ranks. Emphasis is on the areas of manufacturing, materials, and computational science; however, excellent candidates will be considered in all areas related to mechanical science and engineering. Successful candidates are expected to teach at the undergraduate and graduate levels, establish and maintain active research programs, and provide service to the department, the university, and the profession.

The department has top-ranked graduate and undergraduate programs in mechanical engineering, engineering mechanics, and theoretical and applied mechanics. Our faculty and students have access to world-class interdisciplinary opportunities, including extensive state-of-the-art facilities housed on campus. These facilities include the Frederick Seitz Materials Research Laboratory, the Beckman Institute, the Coordinated Science Laboratory, the Micro and Nanotechnology Laboratory, the National Center for Supercomputing Applications, the Carver Biotechnology Laboratory and the Institute for Genomic Biology.

Senior qualified candidates will also be considered for tenured full professor positions as part of the Grainger Engineering Breakthroughs Initiative, which is backed by a \$100-million gift from the Grainger Foundation. More information regarding this unique opportunity can be found at <http://graingerinitiative.engineering.illinois.edu>.

We have an active and successful dual-career partner placement program with strong commitment to work-life balance and family-friendly programs for faculty (<http://provost.illinois.edu/worklife/index.html>).

The University of Illinois conducts criminal background checks on all job candidates upon acceptance of a contingent offer.

*Illinois is an equal opportunity employer and all qualified applicants will receive consideration for employment without regard to race, religion, color, national origin, sex, sexual orientation, gender identity, age, status as a protected veteran, or status as a qualified individual with a disability. Illinois welcomes individuals with diverse backgrounds, experiences, and ideas who embrace and value diversity and inclusivity. ([www.inclusiveillinois.illinois.edu](http://www.inclusiveillinois.illinois.edu))*



MARSHALL  
UNIVERSITY

## Physics and Physical Science Assistant

The Department of Physics and Physical Science at Marshall University invites applications for a full-time tenure track Assistant/Associate Professor position beginning August 2016. Candidates must have an earned Ph.D. in physics or a related science. Applications should include evidence of (or potential for) excellence in teaching, and the ability to establish an externally-funded research program suitable for involving undergraduate physics majors. The successful candidate will teach a range of levels, from Jr/Sr physics majors or Master's students, to an introduction for non-majors, and occasionally participate in the University's general education curriculum with its emphasis on First-Year Seminar which is intended to enhance students' critical thinking. A start-up fund will be provided to support research.

Applicants should submit a letter of application, curriculum vitae, and statements of teaching philosophy, and how their research interests might involve undergraduates, via the Human Resources website at [www.marshall.edu](http://www.marshall.edu). Applicants should also arrange to have three letters of reference sent directly to the department. Candidates selected for interviewing must have official transcripts (undergraduate and graduate) forwarded directly to the chair of the search committee by their degree granting institutions, prior to an on-campus interview. Review of applications will begin December 15 and continue until the position is filled. Marshall University is an EO/AA employer. Women and minorities are encouraged to apply. For additional information about the Department of Physics and Physical Science and Marshall University, please visit our website at [www.marshall.edu](http://www.marshall.edu).


tive education, a strong commitment to on-line and hybrid educational models, and selected graduate programs at campuses in Seattle and Charlotte, Northeastern continues to create a distinctive approach to education and research. The Northeastern University Libraries support the strategic directions of the University as the intellectual center of the campus. After a recent \$20 million library renovation, Northeastern students, faculty, and staff take advantage of an expansive digital media commons, a thriving digital scholarship center, state-of-art audio and video recording studios, rich electronic collections, and vital instructional and cultural programs. Collaboration with faculty and other academic units on campus is a key part of our 21st century strategy. The Library is an active participant in the Boston Library Consortium (BLC) and engages in national and international cooperative efforts like HathiTrust, Portico, DuraSpace, CLIR/DLF, and the Center for Research Libraries. We now offer an exciting opportunity for an experienced and dynamic leader to develop a shared vision and inspire our team of innovative, dedicated staff in the provision of user-focused services that support research, teaching and student success. Re-

porting to the Dean of Libraries, the Associate Dean for Research and Learning Services joins a strong, forward-looking, and energetic Library leadership team that is committed to innovation, strategic alignment with the University's academic plans, and the needs of the Library's several constituent user groups. The Associate Dean leads a public services team of 30+ staff and a large contingent of student workers in creating and sustaining engagement-centered service models based on an extensive range of campus partnerships, user-oriented assessment, and a strong record of advancing information literacy and fluency. Areas of responsibility include Research and Instruction, Access Services, the Digital Media Commons, User Engagement and Assessment, and Communications and Marketing. In a highly collaborative and increasingly digitally-oriented environment, the incumbent in this position works with a wide variety of campus partners including faculty, academic support services, student affairs units, and learning technologists to enrich the student experience and increase faculty productivity. The successful candidate for this position will have the opportunity to shape the evolution of the Northeastern University









## Department Chair

The Department of Hospitality and Tourism Management, one of seven academic departments within the Isenberg School of Management at the University of Massachusetts, seeks a visionary and collaborative leader to advance the program's stature as a leading hospitality and tourism management program. The Department Chair will be expected to develop strategic directions related to curriculum, international programs, online programs, diversification of the faculty and student body, and the Marriott Center for Hospitality Management (a state-of-the-art teaching kitchen and dining facility located at the top of the University of Massachusetts Campus Center). In addition to enhancing the research mission of the department, the Department Chair will also extend and leverage existing relationships with industry by working closely with the department's Advisory Board to enhance departmental programming (e.g., curriculum currency, internship opportunities, job placement and recruiting). The Chair will work closely with the Isenberg School development staff on fundraising efforts related to the department. The department currently has approximately 500 undergraduates and seven Ph.D. students. There are 10 full time faculty. For more information go to: <http://www.isenberg.umass.edu>.


A Ph.D. in Hospitality or Tourism Management, Business or a related field is required. Candidates must also have a well-established research record such that the candidate is worthy of tenure and appointment at the rank of Professor. Experience in a leadership capacity within Hospitality or Tourism education as well as experience with accreditation (ACPHA or ACSB) is desirable.

The Department of Hospitality and Tourism Management is an ACPHA accredited program within the AACSB accredited Isenberg School of Management. The Isenberg School offers nationally recognized undergraduate and MBA programs ranked in the top 40 and top 20 respectively, and a strong research culture with Ph.D. specializations offered in each of our major disciplines. The University of Massachusetts Amherst is a land-grant university, the flagship campus of the University of Massachusetts system, and the largest public university in New England. The University offers bachelor's, master's, and doctoral degrees in 88 undergraduate and 72 graduate areas of study, through eight schools and colleges. In a 2009 article for MSN.com, Amherst was ranked first in Best College Towns in the United States. In 2012, *U.S. News and World Report* ranked Amherst among the Top 10 Great College Towns in America.

Salary is competitive, with a start date of September 1, 2016.

To apply, submit a letter of interest, curriculum vitae, and contact information for three references to: <http://umass.interviewexchange.com/jobofferdetails.jsp?JOBID=64460>. The priority deadline for applications is November 16, 2015, but applications will be accepted until the position is filled. Applicants for this position should note they are applying for Requisition #52370.

*The University is committed to active recruitment of a diverse faculty and student body. The University of Massachusetts Amherst is an Affirmative Action/Equal Opportunity Employer of women, minorities, protected veterans, and individuals with disabilities and encourages applications from these and other protected group members. Because broad diversity is essential to an inclusive climate and critical to the University's goals of achieving excellence in all areas, we will holistically assess the many qualifications of each applicant and favorably consider an individual's record working with students and colleagues with broadly diverse perspectives, experiences, and backgrounds in educational, research or other work activities. We will also favorably consider experience overcoming or helping others overcome barriers to an academic degree and career.*




## DEPARTMENT OF NUTRITION AND FOOD STUDIES – TERM ASSISTANT PROFESSOR

The George Mason University, College of Health and Human Services, Department of Nutrition and Food Studies in Fairfax, Va., invites applications for a Term (Nontenure-Track) Assistant Professor position in Nutrition to begin Spring 2016. Responsibilities require teaching four courses per semester at either the undergraduate- or graduate-level.

**Qualifications:** An earned doctorate degree in nutrition or a related field is required. Successful candidates will contribute to the growth and success of Nutrition programs (including an M.S. in Nutrition, graduate certificates in Food Security and Nutrition, and the development of additional programs), teach Food Studies and Nutrition courses at both the undergraduate- and graduate-level, and advise our M.S. students.

The ability to contribute to other programs within the College of Health and Human Services, including Public Health, Community Health, Epidemiology, Global Health, Chronic Disease, Aging and Disability will be weighed in the selection process. Additional desired qualifications are experience with successful methods of teaching and learning, developing courses in higher education, online course development and offerings, and a solid record of teaching undergraduate and graduate students. Priorities given to those who can teach courses in food security, food systems, nutrition/food policy, food and culture, and nutrition program planning.

**George Mason University is dedicated to the goal of building a culturally diverse faculty and staff. Women and minority candidates are particularly encouraged to apply. For full consideration, applicants must apply for position number F7147z at <http://jobs.gmu.edu/>; complete and submit the online application; and upload a letter of application, current curriculum vitae, a one-page teaching statement, and a list of three professional references. Priority will be given to applicants who submit their materials by November 13, 2015. The position will remain open until filled. EO/AA/Vet/Disabled Employer**



## The Military & Strategic Studies Department anticipates hiring an Assistant Professor (#16-01DFMI) beginning June 27, 2016.

This initial appointment terminates June 30, 2019. Successive appointments of up to four years are possible. The person hired may teach core courses. An earned doctoral degree is required. The successful candidate must be qualified to teach in the Military & Strategic Studies Department. Preference will be given to applicants with experience in an interdisciplinary strategic studies program or field or closely related area and a record of research and publications relevant to contemporary applications of air, space, and/or cyberspace power or strategic studies. To Apply: Go to [www.usajobs.gov](http://www.usajobs.gov). Type in "USAF Academy" in the "Where" box and click on "Search Jobs." Then scroll down until you locate this position. *Applications must be received by Nov 30, 2015. U. S. citizenship required.*

tus, political affiliation, status as a veteran, genetic information or disability.

**Engineering:** University of California, San Diego, Department of Electrical and Computer Engineering, <http://www.ece.ucsd.edu/> invites applications for multiple tenure-track faculty positions (Assistant Professor) in our dynamic and rapidly growing department. ECE is part of the Jacobs

School of Engineering, committed to building an excellent, diverse and inclusive faculty, staff and student body <http://www.jacobsschool.ucsd.edu/diversity/> Partnership with industry and our community is at the core of the School's mission; the successful applicant will be expected to establish a vigorous program of high quality research that complements existing collaborative research programs and reflects UC San Diego's lead-



## Assistant / Associate Professor – Pharmacology/Experimental Therapeutics

### UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

#### Department of Comparative Biosciences

The Department of Comparative Biosciences at the College of Veterinary Medicine, University of Illinois at Urbana-Champaign (UIUC) invites applications for a faculty position at the rank of Assistant or Associate Professor in Pharmacology/Experimental Therapeutics. The appointment will begin on or about August 16, 2016. Earlier start dates may be negotiated.

We are seeking an outstanding individual with the ability to develop a competitive and independently funded research program, and to contribute to graduate and veterinary professional education in pharmacology.

Requirements include a PhD, MD or DVM degree (or equivalent) with advanced training in pharmacology or a closely related research discipline and significant post-doctoral experience. In particular, individuals with a specialization in comparative pharmacogenomics, experimental or translational therapeutics, and drug metabolism/toxicology are encouraged to apply. We also invite submissions from highly qualified individuals with a broad range of research interests in pharmacology.


The successful candidate will have a well-defined plan to develop both independent and collaborative research.

In addition to pharmacology, the research strength of the Department of Comparative Biosciences is in reproductive biology, developmental and stem cell biology, and environmental toxicology. The Department has strong links with the Divisions of Neurosciences and Nutritional Sciences, the ASPCA Animal Poison Control Center, the Institute for Genomic Biology, the Biotechnology Center and the Metabolomics Center funded through the Roy J. Carver Charitable Trust. Faculty within the department participate in several training programs such as the Interdisciplinary Toxicology Training Program, Environmental Toxicology Training Program and the Reproductive Biology Training Program. Full information about the department is available at <http://vetmed.illinois.edu/cb/index.html>. The position is a regular, full-time, 9-month, tenured or tenure track appointment. Salary and rank will be commensurate with qualifications.

Qualified applicants should apply online at <https://jobs.illinois.edu>. Applications should include a cover letter including a research statement, CV, and contact information for three references. In order to ensure full consideration, application must be received by November 15, 2015. Questions may be directed to Dr. ChelMyong Jay Ko, search committee chair, [jayko@illinois.edu](mailto:jayko@illinois.edu) or 217-333-9362.

This is one of two pharmacology positions that are open, please see the UIUC website (<https://jobs.illinois.edu>) for additional information.

*UIUC is an equal opportunity employer and all qualified applicants will receive consideration for employment without regard to race, religion, color, national origin, sex, age, status as a protected veteran, or status as a qualified individual with a disability. UIUC welcomes individuals with diverse backgrounds, experiences, and ideas who embrace and value diversity and inclusivity ([www.inclusiveillinois.illinois.edu](http://www.inclusiveillinois.illinois.edu)). The University of Illinois conducts criminal background checks on all job candidates upon acceptance of a contingent offer.*



## MAUI COLLEGE

### Instructor or Assistant Professor, CC (Librarian)

**Position # 82958, Position #84412 - Closing date: 10/30/15**

For complete ad information and application instructions, visit website <http://workatuh.hawaii.edu/> or contact David Grooms, Interim Assistant Dean of Instruction, [grooms@hawaii.edu](mailto:grooms@hawaii.edu), 808-984-3376

*UH Maui College does not discriminate on the basis of age, race, sex, color, national origin, or disability in its programs and activities. For more information or inquiries regarding these policies, contact Section 504 Coordinator-Employees, (808) 984-3380; Title IX Coordinator, (808) 984-3515.*

ership as a research university. Faculty in the department benefit from the presence of numerous major research centers at UC San Diego and the Jacobs School's leadership in fostering interdisciplinary basic research and collaborations with industry. Exceptional candidates in all areas of Electrical and Computer Engineering will be given serious consideration. This position requires teaching of university students and applicants are required to have a PhD or advancement to candidacy. The degree should be in electrical engineering, engineering physics, computer engineering, mechanical engineering, or a related area. Specific directions of the ECE department include but are not limited to: Circuits; Computer Engineering, Networks, Power, Communication; Robotics; and Data Science. Candidates with ex-

perience with or willingness to engage in activities that contribute to diversity and inclusion are especially encouraged to apply. We are particularly interested in someone interested in using human-centered design in partnership with UC San Diego's Design Lab in their research or teaching (see [dlab.ucsd.edu](http://dlab.ucsd.edu)). Salary is based on published UC San Diego pay scales and competitive market conditions. We encourage candidates to send applications as soon as possible. Applications received by October 31, 2015 will be given full consideration. However, the search will remain open until the positions are filled. For applicants with interest in spousal/partner employment, please see <http://academicaffairs.ucsd.edu/aps/partneropp/> for the UC San Diego Partner Opportunities Program. Applicants should

and graduate students, participate in service activities, and must have an ability to actively contribute to our rapidly growing department. We especially encourage applications from women and underrepresented minority groups to apply to increase diversity in our department. Wichita State University is located in the largest city in Kansas, and its strategic goals are aligned with the two largest sectors of Wichita, healthcare and manufacturing. The College of Engineering will open a new 161,000 sq. ft. experiential learning engineering building in 2017 with a new lab for the successful candidate. To apply, go online at <https://jobs.wichita.edu/>

The application must include a cover letter, curriculum vitae, research plan and teaching philosophy, and names and contact information of at least three professional references. Contact Dr. Michael Jorgensen, [michael.jorgensen@wichita.edu](mailto:michael.jorgensen@wichita.edu), for more information. To receive full consideration applications should be received by November 15, 2015. Applications received beyond this date may be evaluated until the position is filled. Wichita State University does not discriminate in its programs and activities on the basis of race, religion, color, national origin, gender, age, sexual orientation, gender identity, gender expression, marital sta-





The Darla Moore School of Business at the University of South Carolina is seeking candidates for one or more tenured and tenure-track faculty positions, beginning fall 2016 (possibly January 2016) in the following areas:

- Accounting: Assistant, Associate, or Full Professor
- Economics: Assistant or Associate Professor (all areas, with one position focused on candidates with strong applied econometric skills and interests in international economics)
- Finance: Assistant, Associate, or Full Professor/Endowed Chair (all areas, including risk management and insurance and real estate)
- International Business: Assistant, Associate, or Full Professor
- Management: Assistant or Associate Professor (strategic management)
- Management Science: Assistant or Associate Professor
- Marketing: Assistant or Associate Professor (one position focused on consumer behavior and other position(s) focused on candidates with strong quantitative skills combined with interests in marketing strategy, marketing analytics or social media).

Candidates should have a doctoral degree in the appropriate business-related discipline. Candidates for an advanced rank should have a sustained record of teaching excellence and publishing in top tier journals. Candidates at more junior levels must be able to demonstrate skills critical to instructional effectiveness and the capacity to publish regularly in top tier outlets.

We are also seeking candidates for one or more non-tenure track faculty positions beginning fall 2016 (possibly January 2016) in the following areas: Accounting, Economics, Finance, International Business, Management, Management Science, and Marketing. Consideration will be given to candidates with a doctorate in a relevant business-related discipline as well as candidates with a master's degree and a strong industry background.

All applications will require:

- A cover letter discussing education and experience as related to the required and desired qualifications
- Curriculum vitae
- Names and contact information for three professional references

See our website: <http://www.moore.sc.edu/careers.aspx> for detailed information regarding these positions.

Positions will remain open until suitable candidates are identified. Screening begins immediately. This posting may be used to fill multiple positions. All faculty searches are subject to the availability of funding.

*The University of South Carolina provides equal opportunity and affirmative action in education and employment for all qualified persons regardless of race, color, religion, sex, national origin, age, disability, sexual orientation, or veteran status. The University of South Carolina is an affirmative action, equal opportunity employer. Minorities and women are strongly encouraged to apply.*

submit a current curriculum vitae with complete publication list, four letters of references requested through AP On-Line Recruit, separate statements summarizing teaching experience; research interests and leadership; and past experience in activities that promote diversity and inclusion and/or plans to make future contributions. For further information about contributions to diversity statements, see <http://facultyexcellence.ucsd.edu/c2d/index.html>. For application to an Assistant level position: All applications should be submitted via our AP On-Line Recruit submission web site at: <https://apol-recruit.ucsd.edu/apply/JPF00903>. The University of California is an Equal Opportunity/Affirmative Action Employer with a strong institutional commitment to excellence through diversity. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, national origin, disability, age or protected veteran status.

**English:** The English Department at Gonzaga University invite applications for one full-time, tenure-track Assistant Professor position (3/3 teaching load) in multi-lingual composition, starting fall, 2016. Priority given to candidates with expertise in one or more of the following areas: composition pedagogy, sociolinguistics, ESL/ELL pedagogy, literacy studies, and WAC/WID. The successful candidate will teach first year-writing, and other University Core courses as needed. The candidate will collaborate with the Director of Composition to design, pilot, implement, and assess ESL/ELL-specific writing instruction options in Composition; provide training and support in multilingual writing pedagogy for composition instructors and Writing Center tutors; enhance multilingual writing instruction across campus; and develop initiatives in support of international ESL students who are transitioning into academic courses. While the position is in the Department of English, the occupant is expected to work collaboratively with the Center for Global Engagement. Required Qualifications: A Ph.D. in English, Linguistics, or related appropriate field; evidence of scholarly potential; at least one year experience in each of the following: instructing writing, contributing to writing program administration, and teaching ESL/ELL students; and evidence of superior teaching. To apply, please visit our website at: <https://gonzaga.peopleadmin.com/>. Applicants must complete an on-line application and electronically submit (1) a cover letter, (2) a detailed curriculum vitae, (3) a statement of teaching philosophy, and (4) three letters of recommendation. Email inquiries to Jeff Miller, Chair

## PURDUE UNIVERSITY CALUMET

Hammond, Indiana  
College of Technology  
Department of Construction Science and Organizational Leadership

### Tenure-Track Assistant Professor

The Department of Construction Science and Organizational Leadership at Purdue University Calumet in Hammond, Indiana invites applications for a tenure-track Assistant Professor position to teach graduate and undergraduate-level courses in the areas of Occupational Safety and Health. Pending approval of the Higher Learning Commission, Purdue University Northwest (PNW) will be established through the unification of Purdue University Calumet and Purdue University North Central. The target date is July 1, 2016. This position will be located at the Calumet campus in Hammond, Indiana and will start on August 15, 2016.

#### Qualifications:

PhD in Technology, Engineering Technology, Engineering, or related areas, is required.

Individuals who possess previous teaching experience and/or industrial experience are strongly encouraged to apply. Interested candidates should submit a letter of application, a curriculum vita, unofficial transcripts (official transcripts will be required if an offer is extended), a summary of teaching and research interests, and the names and contact information for three references to:

Chair, Faculty Search Committee  
Department of Construction Science and Organizational Leadership  
Purdue University Calumet  
2200 169th Street  
Hammond, IN 46323  
[tech@purduecal.edu](mailto:tech@purduecal.edu)

Review of applications will begin on October 15, 2015, and continue until the position is filled.

Employment is contingent on successful background check results. *Purdue University is an EEO/AA employer fully committed to achieving a diverse workforce. All individuals, including minorities, women, individuals with disabilities, and protected veterans are encouraged to apply.*

## Lecturer Position in Management Communication

### School of Hotel Administration

### Cornell University, Ithaca, NY 14853

*Cornell is a community of scholars, known for intellectual rigor and engaged in deep and broad research, teaching tomorrow's thought leaders to think otherwise, care for others, and create and disseminate knowledge with a public purpose.*

**Responsibilities:** The primary responsibility is teaching "Management Communication I," a first-year, core course that emphasizes written communication in professional contexts and includes an introduction to presentational speaking in business. Opportunities may be available in the future to teach "Management Communication II," which focuses on persuasion, or other courses. Lecturers teach six classes each academic year and hold regular, individual conferences to discuss students' papers and presentations. Being accessible to students is critical. Lecturers teach multi-section courses and collaborate extensively on curriculum development, student assignments, School projects, and, at times, research projects.

In addition to teaching responsibilities, lecturers have school service responsibilities and are expected to pursue professional development activities, such as presenting at business-communication discipline conferences and interacting with hospitality-industry managers. The School of Hotel Administration supports such activities with professional development funds.

#### Major Qualifications:

- Discipline-related Master's degree or Ph.D., preferably from a professional communication or rhetoric program.
- Experience teaching in a four-year, accredited college or university, preferably teaching multi-section courses.
- Experience and skill in teaching writing in professional contexts and willingness to teach both written and oral communication.
- Demonstrated experience and interest in collaborating with colleagues.
- Direct engagement with the business communication discipline—through, for example, presenting at business, technical, or professional communication conferences—is an advantage, as is business knowledge and experience.

**Conditions of Appointment:** The position's teaching responsibilities begin in the Spring 2016 or possibly the Fall 2016 semester, and appointment is for three years, renewable. A new hire will be considered for promotion from lecturer to senior lecturer after appropriate quality and length of service. Salary is commensurate with qualifications. Support is provided, including administrative assistance, office space, computers, and other resources.

**Institution:** The School of Hotel Administration (<http://www.hotelschool.cornell.edu/>), one of Cornell's ten colleges, has approximately 900 undergraduates and 60 graduate students. The School has over 55 resident faculty members (including five in communication). The School is located at the center of campus in Statler Hall and has an adjacent 150-room hotel and conference center that serves as a learning laboratory for students.

**Application:** Review of applications will begin immediately and continue until the position is filled. Please include a detailed cover letter, your curriculum vitae, an original course assignment, one writing sample, and the names and contact information for two references and submit using Interfolio at the following link: <http://apply.interfolio.com/29364>

*Cornell University is an innovative Ivy League university and a great place to work. Our inclusive community of scholars, students and staff impart an uncommon sense of larger purpose and contribute creative ideas to further the university's mission of teaching, discovery and engagement. Located in Ithaca, NY, Cornell's far-flung global presence includes the medical college's campuses on the Upper East Side of Manhattan and in Doha, Qatar, as well as the new CornellNYC Tech campus to be built on Roosevelt Island in the heart of New York City.*



*Diversity and Inclusion are a part of Cornell University's heritage. We're an employer and educator recognized for valuing AA/EEO, Protected Veterans, and Individuals with Disabilities.*



FLORIDA ATLANTIC UNIVERSITY

### CHRISTINE E. LYNN COLLEGE OF NURSING

We seek candidates to join our community of scholars who are passionate about nursing and thrive in a creative and caring work environment. Our innovative, caring-based programs include study at the Bachelor's, Master's and Doctoral (both DNP and PhD) levels. Positions available for the 2016-2017 academic year include the following:

**Associate Professor or Full Professor rank** – Tenure-earning positions are available on the Boca Raton campus. Applications are initiated online by applying for position **#991281**. Candidates for a tenure-earning position should have an earned Doctorate in nursing or a related field and a Master's degree in nursing in a focused area of practice. Tenure-earning Associate or Full Professor candidates are expected to have a focused program of research and a significant track record of scholarship in an area related to Healthy Aging Across the Lifespan.

**Assistant Professor rank** – A tenure-earning position is available. Applications are initiated online by applying for position **#980608**. Candidates for this tenure-earning position should have an earned Doctorate in nursing or a related field and a Master's degree in nursing in a focused area of practice—Family Nurse Practitioner or Adult Health/Acute Care background preferred. Tenure-earning candidates are expected to have a focused program of research, a track record and/or high potential for grant funding, and some record of scholarship in one of the FAU Pillars or Platforms. *Pillars* are: Healthy Aging Across the Lifespan, Neuroscience, Environmental Science, or Sensing and Smart Systems. *Platforms* are: Big Data Analytics, Community Engagement and Economic Development, Diversity, Global Perspectives and Participation, Healthy and Environmentally Sustainable Campus, Leadership, Innovation and Entrepreneurship, Peace, Justice and Human Rights, South Florida Culture, or Undergraduate Research and Inquiry.

All applicants must apply electronically to the currently posted position on the Office of Human Resources' job website <https://jobs.fau.edu> by completing the Faculty, Administrative, Managerial & Professional Position Application and submitting the related documents (**it is important to apply choosing the correct position number**). A background check will be required for the candidate selected for these positions. Interested candidates should contact Dr. Marlaine Smith, Dean of the Christine E. Lynn College of Nursing at (561) 297-3206 or [marlaine.smith@fau.edu](mailto:marlaine.smith@fau.edu). Applications will be accepted until the positions are filled; however, applicants are urged to apply before December 15, 2015.

**Florida Atlantic University**  
**Christine E. Lynn College of Nursing**  
**777 Glades Road, Boca Raton, FL 33431-0991**

*Florida Atlantic University is an equal opportunity/affirmative action institution and all qualified applicants will receive consideration for employment without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, disability status, protected veterans status or any other characteristic protected by law. Individuals with disabilities, requiring accommodation, please call 561-297-3057, 711/TDD 1-800-955-8771.*





**Assistant / Associate Professor – Comparative Pharmacology**  
**UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN**  
Department of Comparative Biosciences

The Department of Comparative Biosciences at the College of Veterinary Medicine, University of Illinois at Urbana-Champaign (UIUC) invites applications for a faculty position at the rank of Assistant or Associate Professor in Comparative Pharmacology. The appointment will begin on or about August 16, 2016. Earlier start dates might be negotiated.

We are seeking an outstanding individual with training and/or experience for teaching applied or clinical pharmacology within the veterinary professional curriculum and in graduate courses. Requirements include a DVM, MD, or PhD degree (or equivalent) with advanced training in pharmacology.

The successful candidate will have a well-defined plan to develop both independent and collaborative research in comparative pharmacology. In addition to pharmacology, the research strength of the Department of Comparative Biosciences is in reproductive biology, developmental and stem cell biology, and environmental toxicology. The Department has strong links with the Divisions of Neurosciences and Nutritional Sciences, the ASPCA Animal Poison Control Center, the Institute for Genomic Biology, the Biotechnology Center and the Metabolomics Center funded through the Roy J. Carver Charitable Trust. Faculty within the department participate in several training programs such as the Interdisciplinary Toxicology Training Program, Environmental Toxicology Training Program and the Reproductive Biology Training Program. Full information about the department is available at <http://vetmed.illinois.edu/cb/index.html>. The position is a regular, fulltime, 9-month, tenured or tenure track appointment. Salary and rank will be commensurate with qualifications.

Qualified applicants should apply online at <https://jobs.illinois.edu>. Applications should include a cover letter including a research statement, CV, and contact information for three references. In order to ensure full consideration, application must be received by November 15th, 2015. Questions may be directed to Dr. CheMyong Jay Ko, search committee chair, [jayko@illinois.edu](mailto:jayko@illinois.edu) or 217-333-9362.

This is one of two pharmacology positions that are open, please see the UIUC website (<https://jobs.illinois.edu>) for additional information.

UIUC is an equal opportunity employer and all qualified applicants will receive consideration for employment without regard to race, religion, color, national origin, sex, age, status as a protected veteran, or status as a qualified individual with a disability. UIUC welcomes individuals with diverse backgrounds, experiences, and ideas who embrace and value diversity and inclusivity ([www.inclusiveillinois.illinois.edu](http://www.inclusiveillinois.illinois.edu)). The University of Illinois conducts criminal background checks on all job candidates upon acceptance of a contingent offer.



**POSITION ANNOUNCEMENTS**

The A. B. Freeman School of Business and Dean Ira Solomon are seeking research-oriented faculty to fill the following positions beginning fall 2016:

**ACCOUNTING**

Tenure-Track Assistant Professor

**APPLY:** <http://apply.interfolio.com/30098>

Jayne Ritchey Cohen Chair in Business Administration

**APPLY:** <http://apply.interfolio.com/30382>

**MARKETING**

Tenure-Track Assistant Professor

**APPLY:** <http://apply.interfolio.com/29883>

**FINANCE**

Tenure-Track Assistant Professor

**APPLY:** <http://apply.interfolio.com/30099>

**MANAGEMENT SCIENCE**

Albert R. Lepage Endowed Professorship in Business (Management Science or Marketing)

**APPLY:** <http://apply.interfolio.com/31505>

**MANAGEMENT**

Tenure-Track Assistant Professor

**APPLY:** <http://apply.interfolio.com/30100>

Earl P. and Ethel B. Koerner Chair of Strategy and Entrepreneurship

**APPLY:** <http://apply.interfolio.com/30385>

Candidates must hold a PhD or have a definite plan for completion of dissertation prior to the date of employment. Applicants must have credentials and experience commensurate with appointments at these rank levels. Ultimate recruitment for this position is subject to final budgetary approval by the University. Women and minorities are encouraged to apply.

TULANE UNIVERSITY IS AN AFFIRMATIVE ACTION/EQUAL OPPORTUNITY EMPLOYER

New Orleans, Louisiana

**CALIFORNIA STATE UNIVERSITY  
LONG BEACH**

California State University, Long Beach (CSULB) is one of the largest and most comprehensive public universities in the nation, enrolling approximately 37,000 students. CSULB is located in Long Beach, the seventh largest city in California, on a beautifully landscaped 320-acre campus near the ocean and in close proximity to the thriving downtown Long Beach area. CSULB is a diverse and ambitious institution that is proud to be among the nation's premier comprehensive universities. The faculty and staff of CSULB are engaged in a broad array of high-quality undergraduate and graduate programs, significant research and creative activities, and a wide range of community and professional service activities. CSULB seeks outstanding, publicly engaged leaders to join a dedicated leadership team that is committed to advancing the University's broad and forward-seeking mission. Read more at [www.csulb.edu](http://www.csulb.edu).

**Associate Vice President for Research and  
Sponsored Programs**

The Associate Vice President (AVP) for Research and Sponsored Programs provides university-wide leadership and vision for the support and expansion of disciplinary and multidisciplinary research, scholarship, creative activities, and grant and contract activities at CSULB. The AVP is a member of the Provost's leadership team. The AVP works closely with the academic deans and associate deans and collaborates with offices across the University, including the University Foundation. The AVP leads the Office of Research and Sponsored Programs (ORSP) and may represent the University to research and educational agencies, business and industry, and the research community. Tracking federal and state research agendas and policy issues, the AVP provides leadership in responding appropriately. The AVP oversees multiple research offices and facilities. Responsibilities also include oversight of the University's Institutional Review Board and Animal Care and Use Committee, and investigating and reporting scientific research misconduct. The total annual grants and contracts administered by the ORSP including internal research incentives and awards exceeds 30 million dollars.

**FOR A MORE DETAILED JOB DESCRIPTION VISIT [www.csulb.edu/aa/personnel/jobs](http://www.csulb.edu/aa/personnel/jobs)**

Appointment will be effective on or about January 1, 2016 or at a later negotiated date. Review of applications will begin on or about October 15, 2015. Position open until filled. An official transcript from institution awarding highest degree, and a signed SC-I form will be requested of finalists. To ensure full consideration, applicants should submit documents *electronically* to [www.csulb.edu/avp-research](http://www.csulb.edu/avp-research): a letter of application addressing Minimum Qualifications and Desired/Preferred Qualifications, academic resume, and the names, addresses, telephone numbers, and email addresses of five professional references.

**An EO Employer**

CSULB is committed to creating a community in which a diverse population can learn, live, and work in an atmosphere of tolerance, civility and respect for the rights and sensibilities of each individual, without regard to race, color, national origin, ancestry, religious creed, sex, gender identity, sexual orientation, marital status, disability, medical condition, age, Vietnam era veteran status, or any other veteran's status. CSULB is an Equal Opportunity Employer.

**CSULB... AMONG THE NATION'S BEST**

**Lecturer Position in Real Estate**  
**Department of Finance, Accounting and Real Estate (FARE)**  
**Cornell University School of Hotel Administration – Ithaca, New York**

*Cornell is a community of scholars, known for intellectual rigor and engaged in deep and broad research, teaching tomorrow's thought leaders to think otherwise, care for others, and create and disseminate knowledge with a public purpose.*

**Position Description:** The School of Hotel Administration at Cornell University is seeking exceptional candidates for a lecturer position in real estate. Candidates should have a demonstrated teaching excellence at the University level and must demonstrate a willingness to continue to engage with the real estate industry, especially the hospitality segment. The ideal candidate will have a Ph.D. from a recognized real estate program; however candidates with a masters in real estate or an MBA and significant industry experience should apply. Candidates should have experience teaching undergraduate and graduate courses. Commercial real estate specialties desired include real estate investment and finance and real estate market analysis.

**Responsibilities:** Teach required and elective courses in real estate at the undergraduate and graduate level in the School of Hotel Administration, Cornell's Baker Program in Real Estate (graduate), and Real Estate Minors (undergraduate and graduate). Knowledge of ARGUS and spreadsheet modeling including equity and debt waterfalls is a plus.

**Rank and salary:** The lecturer position is a three-year, renewable appointment beginning in the Fall of 2016. Rank and salary will be determined based upon academic achievement and experience. Appointments are nine-month terms with attractive fringe benefits.

**Institution:** The School of Hotel Administration, one of seven undergraduate colleges at Cornell University, has approximately 800 undergraduates and 120 graduate students. Founded in 1922, the School is the oldest hospitality management program in the world, with a resident faculty of 65 and over 8,000 alumni worldwide. The Baker Program in Real Estate is a professional masters degree program with 45 students. The Minor in Real Estate has 350 undergraduate students and 25 graduate students. Important resources to faculty include extraordinary access to industry leaders, the Center for Hospitality Research (CHR), the Center for Real Estate and Finance (CREF), and the cultural and intellectual resources of the Cornell community.

**Starting Date:** July 2016.

**Application:** Consideration of candidates will begin immediately, with a December 15th, 2015, closing date. Please send letter of application, curriculum vitae, names of three references, syllabi for recent real estate courses taught, and corresponding teaching evaluations using Interfolio at the following link: <http://apply.interfolio.com/31143>

*Cornell University is an innovative Ivy League university and a great place to work. Our inclusive community of scholars, students and staff impart an uncommon sense of larger purpose and contribute creative ideas to further the university's mission of teaching, discovery and engagement. Located in Ithaca, NY, Cornell's far-flung global presence includes the medical college's campuses on the Upper East Side of Manhattan and in Doha, Qatar, as well as the new CornellNYC Tech campus to be built on Roosevelt Island in the heart of New York City.*



*Diversity and Inclusion are a part of Cornell University's heritage. We're an employer and educator recognized for valuing AA/EEO, Protected Veterans, and Individuals with Disabilities.*

of English: [millerj3@gonzaga.edu](mailto:millerj3@gonzaga.edu). Position closes on November 1, 2015, midnight, PST. For assistance with your online application, call 509.313.5996. Gonzaga University is a Jesuit, Catholic, humanistic institution, and is therefore interested in candidates who will contribute to its distinctive mission. Gonzaga University is a committed EEO/AA employer and diversity candidates are encouraged to apply. All qualified applicants will receive consideration for employment without regard to their disability status and/or protected veteran status.

**Entrepreneurship:** The Sage Colleges School of Management Albany/Troy, New York Faculty Position. The School of Management at the Sage Colleges invites applicants to apply for a full time, tenure-track faculty position within the area of Strategy and Entrepreneurship (SE) effective Fall 2016. The full time position includes teaching at both the graduate and undergraduate levels; student recruitment and advisement, scholarly work, and college and school related service. The successful candidate will possess a Doctorate in Management from an IACBE or AACSB accredited program and a strong research interest in business policy and strategy. A concentration in finance, previous teaching experience and leadership experience is preferred. A PhD at the time of employment is required. Visit the School of Management website for a thorough exploration of our programs, faculty and institution at <http://www.sage.edu/academics/management/TheSageColleges>, located in the Capital Region/Tech Valley of New York State, include Russell Sage college for women, Sage College of Albany, and Sage Graduate School. New York's Capital Region, located between the beautiful Adirondack and Catskill Mountains, has a rich cultural and education environment, as well as endless outdoor recreation year round. Boston, Montreal and New York City are within easy access of the Capital Region. Salary and rank dependent on qualifications and experience; generous benefits package includes tuition waiver for employee and dependents. Candidates from underrepresented groups are especially encouraged to apply. Applications received by December 1, 2015 will receive priority consideration. Interested applicants should send a letter of intent, curriculum vitae, writing sample and three professional letters of reference to: Dr. Kimberly A. Fredericks Dean, School of Management [fredek@sage.edu](mailto:fredek@sage.edu).

**Entrepreneurship:** The University of Alabama Culverhouse College of Commerce. Department of Management. The Culverhouse College of Commerce at the University of Alabama invites applications for a tenure-track or tenured position in Entrepreneurship at the rank of Assistant, Associate, or Full Professor level effective August 16, 2016. The successful candidate will teach undergraduate and graduate classes with primary teaching responsibilities to include such courses as the Foundations of Entrepreneurship, New Venture Creation, Corporate Entrepreneurship, Venture Development, and Small Business Consulting.





VICE PROVOST FOR DIGITAL INNOVATION AND LEARNING

The George Mason University Office of the Provost invites inquiries, applications and nominations for the position of Vice Provost for Digital Innovation and Learning.

The university seeks a creative and forward-thinking Vice Provost to lead its next-generation strategic initiatives that support online and blended learning. In partnership with the Vice Provost for Academic Affairs, deans, the Chief Information Officer, and other senior university leaders and academic colleagues, the Vice Provost will lead Mason’s institutional transformation toward a digitally savvy, comprehensive global research university at the forefront of educational innovation. As this vision is implemented, Mason will grow online enrollment, improve academic quality, create access, and meet market demands.

George Mason University is Virginia’s largest public research university and is setting the benchmark for a bold, progressive education that serves the needs of its students and communities. Located in the heart of northern Virginia’s technology corridor near Washington, D.C., Mason prepares its students to succeed in the workforce and to meet the needs of the region and the world. Enrollment is nearly 34,000, with students studying in over 200 degree programs at the undergraduate, master’s, doctoral, and professional levels. Mason is a distributed university with campuses in Fairfax, Arlington, and Prince William counties. In addition to these three campuses, Mason operates a site in Loudoun County and has partnered with the Smithsonian Institution to offer a Global Conservation Studies Program at the Smithsonian Conservation and Research Center in Front Royal, Va. The university also offers programs online. Each Mason location has a distinctive academic focus that plays a critical role in the economy of its region.

Mason seeks a Vice Provost with the vision and intellect necessary to lead the university’s digital learning strategy and initiatives. Applicants for this position should have both the capacity to understand how technology interacts with teaching/learning and its implications to multiple institutional functions such as admissions, advising, registration services, graduate/professional education, as well as the managerial expertise to collaboratively devise solutions to meet multiple needs. The successful candidate will demonstrate a sophisticated understanding of what constitutes effective, appropriate and rigorous digital learning technologies and platforms in the current higher education context. The Vice Provost will also demonstrate leadership and management skills and a capacity to work productively with multiple stakeholders, and perspectives to collaboratively address complex teaching and learning issues across campus. The successful candidate will have a minimum of a master’s degree; a terminal degree is preferred.

**George Mason University has retained Isaacson, Miller—a national executive search firm—to assist with this search. Review of applications and nominations will begin immediately and will continue until the position is filled. Nominations, inquiries and applications should be sent in confidence to: John Roberts, Vice President; Dan Rodas, Vice President; Jeff Kessner, Associate; Isaacson, Miller, 1300 19th Street, NW, Suite 700, Washington, D.C. 20036, <http://www.imsearch.com/5586> Electronic submission of materials is strongly encouraged. EO/AA/Vet/Disabled Employer**



ASSOCIATE PROVOST FOR INSTITUTIONAL RESEARCH AND ASSESSMENT

George Mason University (Mason)—Fairfax, VA—seeks a creative, energetic, and forward-thinking Associate Provost for Institutional Research and Assessment to lead the university’s data analytics and research, as well as institutional effectiveness and assessment activities, and to provide key support for enrollment management. This individual will serve as the university’s chief data officer and will ensure that enterprise data is collected accurately, analyzed rigorously, used appropriately, and shared with key stakeholders to make data-driven or evidence-based decisions.

George Mason University is Virginia’s largest public research university and is setting the benchmark for a bold, progressive education that serves the needs of its students and communities. Located in the heart of northern Virginia’s technology corridor near Washington, D.C., Mason prepares its students to succeed in the workforce and to meet the needs of the region and the world. Enrollment is nearly 34,000, with students studying in 200 degree programs at the undergraduate, master’s, doctoral and professional levels. Mason is a distributed university with campuses in Fairfax, Arlington, and Prince William counties. In addition to these three campuses, Mason operates a site in Loudoun County and has partnered with the Smithsonian Institution to offer a Global Conservation Studies Program at the Smithsonian Conservation and Research Center in Front Royal, Va. Mason also offers programs online. Each Mason location has a distinctive academic focus that plays a critical role in the economy of its region.

**Responsibilities:** The Associate Provost will integrate critical functions in institutional research and institutional assessment to meet changing needs in dynamic regional and national higher education markets. The incumbent will manage institutional data for a wide range of uses: budgeting and financial planning, enrollment projections, scorecards for productivity analyses, student retention and success, federal and state reporting, regional and specialty accreditation reporting, assessment of student learning outcomes, program outcomes, salary analyses, and other projects. The Associate Provost will also conduct market analyses to support enrollment management. As such, the Associate Provost will manage an operation that must both meet new institutional challenges for analytics and continuing responsibilities in assessment, in addition to institutional reporting to regulatory bodies.

**Qualifications:** The ideal candidate will possess both the capacity to understand how data systems interact with multiple institutional functions, and the managerial expertise to collaboratively devise solutions to meet multiple needs. The incumbent will: demonstrate a sophisticated understanding of effective, appropriate and rigorous institutional research and assessment in the current higher education context; demonstrate leadership and management skills, a capacity to work and communicate productively with multiple stakeholders, and perspectives to collaboratively address complex data and analysis needs; be flexible, intellectually curious, and able to manage details and big ideas concurrently; have a strong commitment to customer service and ability to prioritize will be essential; and have a Master’s Degree in a related field of study (required) or a doctoral degree (preferred).

**All inquiries, nominations/referrals, and applications (including curriculum vitae and letters of interest responding to the position challenges and objectives outlined above) will be held in the strictest confidence and should be submitted via Isaacson, Miller’s Web site: Daniel Rodas, Vice President Donna Cramer, Senior Associate Isaacson, Miller 263 Summer Street, Boston, MA 02210 [www.imsearch.com/5587](http://www.imsearch.com/5587). Electronic submission of material is strongly encouraged. George Mason University is an Equal Opportunity/Affirmative Action/Veterans/Disability Employer encouraging diversity.**



Rich past, rewarding future!

Mitchell Community College is one of the fastest growing colleges with locations in Statesville and Mooresville. Come join our great community of instructors and staff.

• Vice-President for Student Services

Visit [mitchellcc.edu/employment-opportunities](http://mitchellcc.edu/employment-opportunities) for more information on specific requirements, how to apply and preferred dates for applications.



**Human Resources**  
500 West Broad Street  
Statesville, NC 28677  
(704) 878-4341 phone  
[mitchellcc.edu](http://mitchellcc.edu)

Current course offerings in the Entrepreneurship program include concentrations in undergraduate, MBA, and PhD programs. Entrepreneurship is a strategic priority for the College and University. Responsibilities will include conducting and publishing academic research in high quality journals and engaging in service commensurate with the level of faculty appointment. Minimum qualifications: 1) A Ph.D. or equivalent degree in Entrepreneurship or a closely related field from an AACSB accredited Business School; (2) demonstrated potential for conducting high quality research and publishing in top Management and Entrepreneurship journals; (3) demonstrated potential

for high quality teaching in Entrepreneurship. Preferred qualifications: The successful candidate will have (1) a demonstrated record of publications in the leading Management and/or Entrepreneurship Journals and (2) a history of teaching courses in Entrepreneurship, (3) the ability to work with faculty in one, or more, of our core research areas of Entrepreneurship, Strategic Management, Human Resources or Organizational Behavior. Preference will be given to candidates with experience and/or interest in mentoring and teaching doctoral students. Salary is competitive and commensurate with experience and achievements. Only online applications are accepted. Po-



EDUCATION LIBRARIAN

The Library Department at Millersville University of Pennsylvania welcomes applications for a Education Librarian beginning August 2016. This position requires a creative self-starter who will engage Education students and faculty with successful information literacy initiatives. Highly regarded for its instructional quality and strong commitment to diversity, MU is a learner-focused institution located in historic Lancaster County, known for its excellent schools and vibrant arts community, and close to Baltimore, Philadelphia, Washington, and NYC. MU enrolls about 8,500 undergraduate and graduate students. We seek individuals who embrace our public mission and value exploration, professionalism, integrity and compassion. Library faculty members enjoy full faculty rights and responsibilities (9 month contract) and engage with an innovative and collaborative team. Additional information can be found at [www.library.millersville.edu](http://www.library.millersville.edu). For complete position description and qualifications, and to apply, go to <http://jobs.millersville.edu/postings/2337> and create a faculty application. Send questions to Marilyn Parrish (Department Chairperson). Full consideration given to applications received by **January 10, 2016**.

*An Equal Opportunity/Affirmative Action Institution • [www.millersville.edu](http://www.millersville.edu)*

sition finalist will be required to submit a disclosure and consent form authorizing a background check. Candidates must apply online at <https://facultyjobs.ua.edu> and attach a curriculum vitae and three references. Please note that there are two postings for this one Entrepreneurship position at this online site. We are recruiting for only one Entrepreneurship position. Those

candidates wishing to be considered for the rank of Assistant Professor should use the link specified for that rank. And, those candidates wishing to be considered for the rank of Associate or Full Professor should use the link specified for those two ranks. Required documents not attached at time of application will disqualify application. Review of applicants will begin immediately.



Professor and Chair  
Department of Merchandising and Digital Retailing

The Department of Merchandising and Digital Retailing in the College of Merchandising, Hospitality and Tourism at the University of North Texas is accepting applications for a 12-month,tenured appointment at the rank of Professor for the position of Department Chair with a start date of September 1, 2016; a January 1, 2016 start date may be possible.


We seek a dynamic Department Chair who is a Leader-Scholar to move this award-winning department to the next level of excellence in academic programs and research in retailing, merchandising, digital retailing, and consumer behavior and who understands the disrupting power of the consumer experience. The MDR-Chair reports to the Dean of the College and serves as the chief administrative and academic leader of the department.

To Apply: Go to [facultyjobs.unt.edu](http://facultyjobs.unt.edu) and follow procedure outlined on the website.

Application deadline: Screening will begin on September 15, 2015 and continue until search is closed.

*The University of North Texas System is an Equal Opportunity/Access/Affirmative Action/Pro Disabled & Veteran Institution committed to diversity in its employment and educational programs, thereby creating a welcoming environment for everyone.*





## Senior Management Positions

The Arizona State University Library seeks applicants for 3 new senior management positions: An Associate University Librarian for Public Services, an Associate University Librarian for Academic Programs and a Senior Administrative Librarian. Candidates distinguished by energy, optimism, ambition, and character are strongly encouraged to apply.

The senior management of the library will consist of the University Librarian, these 3 new positions, an Associate University Librarian for Research and Development, the Director of Finance, and the Director of Marketing and Communications. The operational units of the library will report to one or another AUL, but each AUL will be expected to work library-wide as part of a team, integrating the work of the operational units. The ASU Library is committed to supporting the revolutionary changes that are transforming ASU as a model of "the New American University" [http://president.asu.edu/sites/default/files/ASU\\_NewAmericanUniversity\\_Charter\\_030115.pdf](http://president.asu.edu/sites/default/files/ASU_NewAmericanUniversity_Charter_030115.pdf) The management team will work together through an initial period marked by ambitious work to renovate and reinvent the main library facility, Hayden Library, and to use that facility work as a forcing function to help us shape a new model library for the remarkable institution in which we serve.

Specific information, about each position, including required and preferred information as well as application procedures, is found at <https://lib.asu.edu/employment/acadprof>. These are continuing appointment Academic Professional positions, rank dependent on experience. Information about Academic Professionals at ASU, including status, rank, titles, and appointment categories, can be found at <http://www.asu.edu/aad/manuals/acd/acd505-03.html>.

The application deadline is November 20, 2015; if not filled, applications will be reviewed weekly thereafter until the search is closed.

Other Information: Hiring is contingent upon eligibility to work in the United States. A background check is required for employment. For more information regarding ASU and the visit our web site: [www.asu.edu](http://www.asu.edu). For the Tempe and/or Phoenix area please visit [www.visitarizona.com](http://www.visitarizona.com). Arizona State University is a VEVRAA Federal Contractor and Equal Opportunity/Affirmative Action employer. Women and minorities are welcomed and encouraged to apply. The Arizona State University Libraries actively encourages diversity among its applicants and work force. The complete non-discrimination policy is found at: <http://www.asu.edu/titleIX/>.

Application deadline is November 30, 2015. The University of Alabama is an Equal Employment/Equal Educational Opportunity Institution. All qualified applicants will receive consideration for employment without regard to race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age, genetic information, disability, or protected veteran status, and will not be discriminated against because of their protected status. Applicants to and employees of this institution are protected under Federal law from discrimination on several bases. Follow the link below to find out more. EEO is the Law [http://www1.eeoc.gov/employers/upload/eeoc\\_self\\_print\\_poster.pdf](http://www1.eeoc.gov/employers/upload/eeoc_self_print_poster.pdf).

**Ethnic Studies:** The Department of American Ethnic Studies at the University of Washington invites applications for a tenure-track appointment in the area of African American Studies, with an emphasis in African American History and Culture. Applicants must have the Ph.D. degree, or foreign equivalent, by the start of appointment and will be expected to participate in undergraduate and graduate teaching and independent research. University of Washington faculty engage in teaching, research and service. Send letter of application indicating research and teaching interests, CV, and three letters of recommendation to Prof. Juan Guerra, Chair, Department of American Ethnic Studies, Box 354380, University of Washington, Seattle, WA 98195-4380. Priority will be given to applications received before November 1, 2015. Appointment to begin September 16, 2016. The University of Washington is an affirmative action and equal opportunity employer. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, age, protected veteran or disabled status, or genetic information.

**Exercise Science:** Hastings College seeks Assistant/Associate Professor of Exercise Science with the ability to teach courses with an applied focus that emphasizes experiential learning. Ph.D. preferred (ABD considered). This is a full-time, tenure-track position in Exercise Science. We are seeking a vibrant faculty member ready to teach, advise, and mentor students majoring in Exercise Science as well as students outside of PEHP. Teaching responsibilities include Foundations in Exercise Science, Exercise Physiology, Biomechanics, Exercise Evaluation & Prescription, Exercise for the Aging Adult, Sport & Exercise Nutrition and other courses within the Exercise Science curriculum as needed to support department programs. Hastings College is committed to building a culturally diverse faculty and a multicultural learning environment. While Hastings College gives highest priority to teaching effectiveness, the applicant will be expected to remain current in the field



## FACULTY POSITIONS - ASSISTANT OR ASSOCIATE PROFESSORS

### Kornberg School of Dentistry

Temple University Kornberg School of Dentistry is seeking highly qualified applicants for full-time tenured, tenure-track or non-tenure-track faculty positions in Pediatric Dentistry to work in a growing urban patient-care center serving children of birth till 16 years of age and in a newly established Sedation Center.

Positions include **Pediatric Clinic Director** for candidates with pediatric program and/or clinical leadership experience, and a faculty position for at the assistant or associate professorship rank. The director will supervise a growing community outreach program with Head Start centers.

Applicants must have completed an ADA-accredited Pediatric Dentistry advanced training program. Applicants must have, or be eligible for, full Pennsylvania licensure or be eligible for a Pennsylvania restricted teaching license; and must be (or be eligible to be) Board certified by the American Academy of Pediatric Dentistry. Responsibilities will include didactic and clinical teaching; and clinical practice in the Pediatric Clinic and a newly established Dental Sedation Center.

Salary and rank will be commensurate with experience and qualifications. Candidates seeking tenured or tenure-track appointments should have advanced training in research at the PhD level or equivalent experience. Extensive records of research funding or productivity are necessary to be appointed with tenure.

**For confidential consideration, interested individuals should email a cover letter, curriculum vitae, and three references to:**

**Cynthia Russell**  
Director of Faculty Affairs and Strategic Initiatives  
[cynthia.russell@temple.edu](mailto:cynthia.russell@temple.edu)  
Temple University  
Kornberg School of Dentistry  
3223 North Broad Street  
Philadelphia, PA 19140

Temple University is an equal opportunity/affirmative action employer. Women and minorities are encouraged to apply.



## VICE PROVOST AND DEAN OF STUDENTS



University of Pittsburgh

The University of Pittsburgh invites applications and nominations for the position of Vice Provost and Dean of Students. The Pittsburgh campus enrolls more than 28,000 students of whom approximately 19,000 are undergraduates. The campus is located in the Oakland section of Pittsburgh, which has in recent years been cited by *The Economist*, *Forbes* magazine, and *Places Rated Almanac* as the most livable city in the U.S. Pitt offers students easy access to all the amenities the city has to offer, including internship and volunteer work venues, an incredible variety of restaurants and shops, professional sports teams, and cultural events through Pitt Arts.

Pitt students come from all 50 states, two territories, the District of Columbia, and 103 countries and have a proven track record of earning such prestigious international and national honors as Rhodes, Marshall, Goldwater, and Churchill scholarships. There are 485 student organizations ranging from arts and pre-professional organizations to groups with an international focus. Pitt student-athletes participate in Division I college athletics with 19 varsity sports teams and some of the most recognizable student-led athletic fan bases in the nation.

The Vice Provost and Dean of Students is a member of the Provost's Senior Staff as well as the Council of Deans and is expected to lead initiatives designed to further integrate student and academic affairs. The Division of Student Affairs, led by the Vice Provost and Dean of Students, plays a pivotal and supportive role in the achievement of the University's broader educational goals. Its principal purpose is to support an enriching, safe, and diverse environment that maximizes student learning and development, and complements the research-focused academic programs of the University. Student Affairs facilitates student involvement in a vibrant campus learning community that prepares students to function effectively in a scientific, technological, and diverse world. It offers an array of coordinated programs, activities, and services through its various units: Office of Student Life, Residence Life, University Counseling Center, Student Health Service, University Judicial Affairs System, Career Development and Placement Assistance, Disability Resources and Services, Cross Cultural and Leadership Development, Intramurals and Recreation, Pitt Arts, PittServes, and Outside the Classroom Curriculum. These units are served by approximately 200 professional and clerical staff.

Candidates must possess an advanced degree and should have extensive relevant professional experience (preferably at a large research university) including demonstrated managerial skills and understanding of student affairs, a strong commitment to student learning and development inside and outside the classroom, and clear evidence of success in creating and working well within a diverse and inclusive environment. The University is especially interested in qualified candidates who can contribute, through their leadership and/or service to the diversity and excellence of the academic community.

Interested applicants are encouraged to apply as early as possible. Consideration will begin immediately and will continue until the position is filled. To ensure full consideration, applications should be received by November 15, 2015. Applications should include a resume and a cover letter. The expected date of appointment is July 1, 2016. Applications and nominations should be sent to:

**Dr. Juan Manfredi, Chair**  
**Vice Provost and Dean of Students Search Committee**  
801 Cathedral of Learning  
University of Pittsburgh  
Pittsburgh, PA 15260  
[manfredi@pitt.edu](mailto:manfredi@pitt.edu)

*The University of Pittsburgh is an Affirmative Action/Equal Opportunity Employer and values equality of opportunity, human dignity and diversity. EEO/AA/M/F/Vets/Disabled*



温州肯恩大学

WENZHOU-KEAN UNIVERSITY

## Office of the Registrar University Registrar (Director IV)

Kean, a comprehensive New Jersey state university, is seeking a University Registrar for its additional campus site in Wenzhou, China. Wenzhou is one of the most vibrant and economically advanced cities on China's East Coast, located one hour by plane and just over three hours by high-speed train from Shanghai and Hong Kong. Launched in 2012, Wenzhou-Kean University (WKU) sits on approximately 500 beautiful acres and is now in the midst of a growth phase that will bring enrollment to more than 5,000 students.

Under the direction of the Associate Vice President for Academic Affairs for Wenzhou-Kean University, the University Registrar directs the Office of the Registrar at Wenzhou-Kean University in accordance with FERPA guidelines. The Director actively participates in the development and implementation of office goals, policies, procedures and the delivery of daily services; provides leadership to plan, organize and manage all of the activities related to records and registration; and does related work as required. *This position is located at the Wenzhou-Kean University campus in Wenzhou, China. This will be an international assignment and candidates must be willing and able to relocate. Travel is required to the Kean USA campus several times each year.*

**Qualifications:** Bachelor's degree from an accredited college; two years of progressive professional experience in a college/university registrar's office in the United States associated with student enrollment, registration and records; and knowledge of policies and procedures associated with those records required. Master's degree in higher education administration or a related discipline preferred. Candidate must have excellent oral and written communication skills and English fluency; working knowledge of Mandarin is a plus. Hands-on knowledge of the Datatel student information system is preferred.

**Application:** Please send cover letter, resume and contact information for three professional references to: Mr. Kenneth Wolpin, Kean USA University Registrar and Search Committee Chairperson, by email to [wkusadminjobs@kean.edu](mailto:wkusadminjobs@kean.edu). Candidacy review begins immediately and continues until appointment is made. Official transcripts for all degrees and three current letters of recommendation are required prior to the starting date of employment.

*Kean University is an Equal Opportunity/Affirmative Action/Veterans/Disability Employer*



SYRACUSE UNIVERSITY

School of Information Studies (iSchool)

Assistant Professor, Information Studies

Syracuse University's School of Information Studies (The iSchool, see <http://ischool.syr.edu>) is soliciting applications from scholars in the area of information studies to join its renowned and interdisciplinary faculty. This position is at the rank of Assistant Professor (tenure-track), and we encourage recent PhDs and ABDs with a strong expectation of completing the dissertation by August 2016 to apply. The successful candidate will join our "Faculty of One" in a highly collegial environment that stresses collaboration amongst our school's faculty and with other members of the university community.

We are seeking a highly promising scholar who can deepen and extend our strengths in the broad intellectual space of information studies. Here at the iSchool, information studies occurs at the intersection of information, people, and technology and includes such areas as information management, social technologies, and Internet studies, as well as organizational, institutional, and policy perspectives on Information and Communications Technologies (ICTs). We welcome applications from scholars in communications, computer-supported cooperative work, organizational studies, public administration, information systems, engineering management and other relevant intellectual communities whose research engages both the social/organizational and digital/technological aspects of ICTs. Competitive applicants will demonstrate how their research interests both connect to and extend current faculty interests. The ability to obtain research grants and other external funding will be considered a competitive advantage in our evaluations, as will evidence of teaching experience and a commitment to teaching excellence. A record of publishing impactful scholarship is expected.

Applicants must apply online, submit a cover letter outlining their interests and qualifications; a current curriculum vitae; a short statement describing research and teaching interests and accomplishments; and names and contact information of at least three references to ([www.sujobopps.com](http://www.sujobopps.com). JOB #072046). Strong candidates will be contacted for letters of reference and asked to provide research samples and a teaching portfolio or other evidence of teaching experience. Please do not submit these items with the initial application. We strongly encourage women and under-represented minorities to apply. We are interested in candidates who have the communication skills and cross-cultural abilities to maximize their effectiveness with diverse groups of students, colleagues and community members.

We will begin screening applicants mid-October, 2015 and continue accepting applications until the position is filled. Direct questions to Dr. Murali Venkatesh, Search Chair, at [mvenkate@syr.edu](mailto:mvenkate@syr.edu).

The iSchool has seven degree programs and an enrollment of 30 doctoral students, 650 master's students and 650 undergraduates, led by over 40 full-time faculty and 100 part-time faculty. Our faculty have recognized strengths in natural language processing, computational social science, online communities and civic participation, new forms of organization and collaboration, information retrieval, information and communications policy, smart energy systems, digital literacy, information management, library programs and services, information and network security, globalization, data science, entrepreneurship, and social media. The iSchool hosts five research centers and laboratories, including a newly created Center for Computational and Data Sciences. This center advances scholarship on computational analytics, data collection, processing, and curation techniques to conduct innovative research that answers important questions in the social and natural sciences. The SU-ADVANCE program (<http://suadvance.syr.edu/>) provides extensive mentoring services for women faculty in STEM disciplines.

*Syracuse University is an Affirmative Action/Equal Opportunity Employer.*

UNIVERSITY OF

Nebraska

Lincoln

Director of Marketing and Communications

The University of Nebraska-Lincoln invites applications and nominations for the position of Director of Marketing and Communications. This Director will report directly to the Vice Chancellor for Student Affairs. A member of the Council of Student Affairs Directors (CSAD), the person selected for this position will serve as the primary marketing person for the Division, provide leadership for developing a comprehensive strategic communications plan including campaign tactics such as the design and production of the Division's publications, assist in the development of strategic opportunities within the Division through outreach work, oversee specific programs such as the Parents Association and the Outstanding Student Leadership Award program, provide administrative support for the Vice Chancellor for Student Affairs, and assume other duties as assigned by the Vice Chancellor.

A bachelor's degree is required. A master's degree in Student Affairs, Marketing, Communications or related area is preferred, and demonstrated experience in marketing and communications is required. Demonstrated record of working with individuals of diverse backgrounds is required. The successful candidate will demonstrate excellent interpersonal skills and be willing to collaborate with a wide variety of campus constituencies.

Salary will be competitive and based on experience.

Review of candidate qualifications will begin on November 9, 2015 and will continue until a successful candidate is identified.

Applicants and nominees should go to <http://employment.unl.edu>, requisition #F\_150230 Complete the faculty/administrative form and then attach a letter of interest, along with an up-to-date vita and names of four references (references will not be contacted without prior approval of the candidate).

The University of Nebraska-Lincoln is committed to a pluralistic campus community through affirmative action, equal opportunity, work-life balance, and dual careers. See <http://www.unl.edu/equity/notice-nondiscrimination>

through professional development opportunities such as attendance at related conferences, research or other scholarly activities. Candidates will also be expected to serve on departmental, divisional and college committees. Academic rank and salary will be

commensurate with academic credentials and experience. A comprehensive employee benefit package including a sabbatical program is provided. Founded in 1882, Hastings College is an independent, coeducational, Presbyterian-related, liberal arts

college with an enrollment of 1150 students. Candidates who meet the qualifications are encouraged to send a letter of application establishing those qualifications, a current vita, and a description of teaching philosophy to Dr. Gary Johnson, Vice President for Academic Affairs, Hastings College, 710 N. Turner Ave., Hastings, NE 68901. Phone: (402) 461.7346. Fax: (402) 461.7778. Email: [hsearch@hastings.edu](mailto:hsearch@hastings.edu). Review of materials will begin on December 1, 2015. To find out more about Hastings College please visit our website at <http://www.hastings.edu> EOE.

**Exercise:** Tenure-eligible position available August 16, 2016; primary responsibilities involve teaching undergraduate and graduate courses in research methods and statistics with a component to include teaching a two semester research team sequence which involves the development and advising of undergraduate student research projects. Interested applicants must apply online (<http://www.ithaca.edu/jobs>). Questions about the online application should be directed to Human Resources at 607-274-8000. Review of applications will begin immediately with those received before November 16, 2015. Sensitive full consideration. Ithaca College is committed to building a diverse academic community and encourages members of underrepresented groups to apply. Experience that contributes to the diversity of the college is appreciated.

**Finance:** The Department of Finance at Indiana University of Pennsylvania (IUP) invites applications for a full time, tenure track position, beginning August 2016. To view the full description and apply for this position, please visit <http://www.iup.edu/employment>. All offers of employment are subject to and contingent upon confirmation of work eligibility and satisfactory completion of all pre-employment background checks. IUP is an equal opportunity employer M/F/H/V and is a proud member of the State System of Higher Education.

**Finance:** The Finance Division of the Price College of Business, University of Oklahoma, is in an ambitious, multi-year period of growth and renewal. As part of this expansion, applications are invited for a full-time position as Ranked Renewable Term (Clinical) Assistant or Associate Professor of Finance beginning August 2016. The successful candidate will have outstanding teaching credentials and demonstrate a strong commitment to teaching excellence. To be considered for this position, all candidates must have the Ph.D. in Finance from a university business program accredited by the Association to Advance Collegiate Schools of Business (AACSB) and an extensive record of outstanding teaching in the finance discipline. We will give preference to candidates who have served a minimum of three years in a tenure-track or clinical position at an AACSB-accredited business school prior to the expected appointment date. A finance research record and an active interest in maintaining a high-quality research program (including in pedagogical research), while not required for appointment, will be a significant added advantage. We invite applications from qualified candidates with interests in all areas of finance. Candidates with extensive teaching experience and teaching leadership demonstrated through developing and launching new academic programs, publications in academic (especially business education) journals, developing and leading programs that en-

DEAN

TELITHA E. LINDQUIST COLLEGE OF ARTS AND HUMANITIES

WEBER STATE UNIVERSITY

Weber State University seeks applications and nominations for the position of Dean of the Lindquist College of Arts and Humanities.

Committed to excellent teaching, Weber State University offers undergraduate and master's degree programs in the liberal arts and sciences and a variety of technical and professional fields. Extensive personal contact and support among faculty, staff and students create a rich and engaging learning environment both in and out of the classroom.

The Dean of the College of Arts and Humanities will serve as academic leader for the college—which includes programs in the areas of Communication, English, Foreign Languages, Performing Arts, and Visual Arts—within a university environment that fosters collaboration and shared governance.

Weber State University seeks a Dean who:

- has an earned terminal degree in a discipline represented in the College, and at least three years' experience at the level of department chair, associate dean, or higher
- has a record of academic achievements and the educational credentials to warrant appointment as a full professor within the college
- has a successful record of experience and leadership in academic administration including evaluation of faculty in the tenure and promotion processes.
- has a record of public advocacy for the Arts & Humanities
- has the breadth of experiences necessary to represent and serve as an advocate for all the programs within the college: Communication, English, Foreign Languages, Performing Arts and Visual Arts
- has the ability to guide the varied creative productions and extracurricular activities of the college
- has the experience and commitment to lead successful fund raising efforts
- has the ability to foster a supportive environment where a diverse faculty, staff and student body are successful
- has demonstrated commitment to high quality teaching and is current with contemporary pedagogical developments; supportive of online, hybrid, face to face, and other types of teaching and community engaged learning.
- demonstrates understanding and support of diverse scholarship and creative activities
- has demonstrated vision, strategic leadership and organizational management skills
- has a record of positive collaborative group decision making with multiple constituencies
- has demonstrated experience with large, complex budgets

Applications received by December 10, 2015 will be assured of receiving full consideration. Applications will be accepted until the position is filled.

To view a complete description and application instructions go to <http://jobs.weber.edu>

Criminal background check required as condition of employment.

EOE/Minorities/Females/Vet/Disability

hance student experiences, for example, can be considered for appointment at the rank of Ranked Renewable Term Associate Professor. Salary will be competitive. Applications will be accepted until the position is filled or withdrawn, but should be received as early as possible and before March 15, 2016 to maximize chances of selection. Application materials should be sent by email to [finance@ou.edu](mailto:finance@ou.edu) and should include a cover letter, curriculum vitae, and evidence of teaching effectiveness. Additionally, candidates are welcome to send up to three working papers and/or publications. We also need three confidentially-transmitted letters of recommendation to be sent to us directly by email to [finance@ou.edu](mailto:finance@ou.edu). Inquiries about this position should be addressed to Cathy Little, Departmental Secretary, Finance Division, Michael F. Price College of Business, 205A Adams Hall, University of Oklahoma, Norman, OK 73019; Tel. 405-325-5591; Fax 405-325-5491. The University of Oklahoma (OU) is a Carnegie-R1 comprehensive public research university known for excellence in teaching, research, and community engagement, serving the educational, cultural, economic and health-care needs of the state, region, and nation from three campuses: Norman, Health Sciences Center in Oklahoma City and the Schusterman Center in Tulsa. OU enrolls over 30,000 students and has more than 2700 full-time faculty members in 21 colleges. In 2014, OU became the first public institution ever to rank #1 nationally in the recruitment of National Merit Scholars, with 311 scholars. The 277-acre Research Campus in Norman was named the No.1 research campus in the nation by the Association of Research Parks in 2013. Norman is a culturally rich and vibrant town located just outside Oklahoma City. With outstanding schools, amenities, and a low cost of living, Norman is a perennial contender on "best place to live" rankings. Visit <http://www.ou.edu/flipbook> and <http://www.ou.edu/publicaffairs/oufacts.html> for more information. The University of Oklahoma is an Equal Opportunity, Affirmative Action employer, and encourages diversity in the workplace. Protected veterans and individuals with disabilities are encouraged to apply.

**Health Administration:** Penn State Harrisburg, School of Public Affairs, invites applications for a tenure-track Assistant or Associate Professor position to teach in the Master of Health Administration (HADM) and a newly developed Bachelor of Science in Health Policy and Administration (HPA) programs beginning August 2016. Applicants seeking appointment at the Associate Professor level must provide evidence of a scholarly and teaching record commensurate with the expectations of senior rank at Penn State Harrisburg. Applicants at the Assistant Professor level must provide evidence of or the potential for an active research agenda. Successful applicants

should have an earned doctorate in health administration or a related field. Graduate teaching experience in traditional classroom, however, online is desirable. Area of specialization is open and candidates with capabilities in all areas of health administration will be considered. Candidates who can teach in such areas as health policy, healthcare law, healthcare marketing, healthcare and medical needs, healthcare information management, administration of hospital and health service systems, and human resources management are encouraged to apply. The Health Administration program at Penn State Harrisburg is part of the School of Public Affairs. The School offers undergraduate programs in Criminal Justice, Public Policy, and Political Science. Additional graduate programs within the School include Criminal Justice, Public Administration, Homeland Security (online), and a Ph.D. in Public Administration. For more information on the School, its programs, and its faculty, visit our web site at <http://www.harrisburg.psu.edu/public-affairs>. Penn State Harrisburg is located in Pennsylvania's state capital region near the Penn State College of Medicine and Hershey Medical Center. It is within a two-three hour drive from such larger metropolitan areas as Baltimore, Washington, D.C., New York City, and Philadelphia, PA. For information about Penn State Harrisburg visit: [harrisburg.psu.edu](http://harrisburg.psu.edu). Applicants for the position should submit a letter of application indicating interest for the position, curriculum vitae, and three letters of professional reference to <http://psu.jobs>, job number 59639. Application review will begin immediately and continue until the position is filled. Campus security crime statistics: For more about safety at Penn State, and to review the Annual Security Report which contains information about crime statistics and other safety and security matters, please refer to <http://www.psu.edu/clery/>, which will also provide you with detail on how to request a hard copy of the Annual Security Report. Penn State is an equal opportunity, affirmative action employer, and is committed to providing employment opportunities to minorities, women, veterans, disabled individuals, and other protected groups.

**Health:** The Indiana University School of Informatics and Computing (SoIC) invites applications for an open-rank tenure-track faculty position in the Department of BioHealth Informatics (BHI) on the Indiana University-Purdue University Indianapolis (IUPUI) campus. The appointment will begin in spring or fall 2016. We are seeking candidates in all areas of Health and Biomedical Informatics. Particularly interested areas include but are not limited to: (1) Community, consumer health and social informatics; (2) Learning healthcare system, including clinical intelligence, translational biomedical and clinical informatics; and (3) Big data, data analytics and data science.

Outstanding scholarly record of research is exhibited by high-impact peer-reviewed publications, a forward-looking research agenda, and competitive external funding. Record of teaching is manifested by curriculum development, student mentoring, and teaching publications. The new faculty will have responsibility for developing their research programs and contributing to the educational and service roles of the department. Full description and application instructions available at <http://soic.iupui.edu/openings/bhi-tenure-track/>. IUPUI is an EEO/AA Employer, M/F/D.

**Hindi:** Emory University, Department of Middle Eastern and South Asian Studies, announces a full-time Lecturer or Senior Lecturer position for Hindi Language, effective fall 2016. Additional knowledge of Urdu preferred. Salary is commensurate with education and experience. Applicant is expected to teach Hindi courses at all levels of proficiency, employ up-to-date and innovative language pedagogy, and exhibit evidence of ongoing intellectual engagement with the literature, history and cultures of South Asia. Program-building experience and familiarity with digital teaching materials is highly desired. The successful candidate must be able to coordinate Hindi instruction and supervise other Hindi language faculty and closely cooperate with other departmental language faculty and the Emory College Language Center. Requirements: Ph.D. in Hindi, Urdu, or related field; extensive language teaching experience at the university level; ability to teach both Devanagari and Urdu scripts; experience in curriculum development; and native or near-native competence in Hindi or Urdu and English. Submit a letter of application, curriculum vitae, teaching portfolio, student evaluations, writing sample, and three confidential letters of reference to Professor Vincent Cornell, Chair, MESAS Department, Emory University, S-312 Callaway Center, 537 Kilgo Circle, Atlanta, Georgia 30322. Additionally add your interest to our Faculty Career Site #56195 to be considered. Review of applications will commence on November 30, 2015, and continue until a candidate is chosen. Applications received up to 30 days after review begins will be given full consideration. Equal Opportunity/Affirmative Action/Disability/Veteran Employer. Women, persons with disabilities, and veterans are encouraged to apply.

**History:** University of Arkansas at Little Rock Assistant Profess-Modern European History/R93316 Department of History. The Department of History at the University of Arkansas at Little Rock (UALR) invites applications for a tenure-track position at the rank of Assistant Professor in Modern European History (R99316), with a start date of August 15, 2016. UALR offers a competitive salary and attractive fringe benefits. Teaching responsibilities include World Civilization history survey courses, upper level and graduate courses in the applicant's field of specialization, and MA thesis supervision. An active research agenda that will lead to publications is required. Service is expected at department, college and university levels, along with community engagement. Qualifications: Ph.D. in history or related field. Experience with or willingness to participate in online teaching and learning. The History Department is home to a number of programs including a Master's degree in Public History. For more information on the History Department visit <http://ualr.edu/history/> UALR is a research-intensive doctoral institution with a metropolitan university mission. Founded in 1927 and part of the University of Arkansas system since 1969, UALR serves a diverse population of roughly 13,000 students. For more information on UALR visit <http://ualr.edu>. Additional information about this position and applications requirements are available under the Jobs link on the Human Resources' website at <https://ualr.humanresources.com>. Incomplete applications will not be considered. This position is subject to a pre-employment criminal background and financial history check. A criminal conviction or arrest pending adjudication and/or adverse financial history information alone shall not disqualify an applicant in the absence of a relationship to the requirements of the position. Background check information will be used in a confidential, non-discriminatory manner consistent with state and federal law. The University of Arkansas at Little Rock is an equal opportunity, affirmative action employer and actively seeks the candidacy of minorities, women, veterans, and persons with disabilities. Under Arkansas law, all applications are subject to disclosure. Persons hired must have proof of legal authority to work in the United States.

**Hospitality:** The College of Hospitality and Tourism Management at Niagara University is currently accepting applications for a replacement, Assistant Professor (tenure track) or Faculty Fellow (non-tenure track) position to teach in various aspects of sport management beginning in January 2016. The College of Hospitality and Tourism Management currently enrolls approximately 150 undergraduate and graduate sport management students and sponsors the only graduate program in the College. Applicants must have the ability and expertise to teach at both the undergraduate and graduate level in two or more of these areas: sport revenue management, communications, sport operation, policy and governance, recreation management, sport for development, research methods. Candidate must provide evidence of strong teaching skills, with the ability to teach both in person and through online instruction, and demonstrate a progressive research agenda. It is desirable for the candidate to possess some breadth in their teaching expertise, and to have understanding of the sport industry from a global perspective. Sport industry work experience or evidence of collaboration with sport organizations is highly desirable as is the ability to create experiential opportunities and internships for students with sport organizations both at professional and at intercollegiate level. Successful applicant will have the ability to shape the curriculum in new ways,

ChronicleVitae.com/jobs





Dean  
College of Education and Social Services  
Burlington, VT

The University of Vermont (UVM), one of the nation’s top 50 public research universities, seeks an accomplished, innovative academic leader to serve as Dean of the College of Education and Social Services (CESS). This is an exceptional opportunity to lead an important academic unit at one of America’s oldest universities. The next Dean will shape the strategic direction of the College and create a shared vision for its future. CESS, a dynamic, highly regarded college serves as a vital resource to the state, and its dean plays an important and visible role with all of its constituents.

The only research university in the state and Vermont’s land-grant institution, UVM enrolls close to 13,000 students, including more than 10,000 undergraduate and 1,300 graduate students. UVM combines faculty-student relationships typically found in a liberal arts college with the scholarship and resources of a major research institution. It is home to seven undergraduate schools and colleges, an honors college, graduate college, medical school, and a division of continuing education. The University has attracted an increasingly distinguished faculty, and has steadily built its research enterprise, with sponsored projects now averaging \$120M per year. The campus spans Burlington’s highest ridgeline overlooking Lake Champlain, between the Adirondack and Green mountains, and is surrounded by the small, historical city of Burlington, perennially voted one of America’s best places to live.

CESS enrolls close to 730 undergraduate and nearly 400 graduate students in 31 programs in its three departments: Education, Leadership and Developmental Sciences, and Social Work. The College offers Vermont’s only nationally accredited education and counseling programs, two of the state’s three accredited social work programs, and its only EdD and PhD programs focusing on Educational Leadership and Policy Studies. CESS’ graduate school of education is ranked in the top 25% by *US News & World Report*, and its counseling program is among the best in the country, with 100% of graduate students scoring above 90% on the national exam. More than 73 of the College’s 100 faculty are full time, and 80 staff support CESS’ wide ranging activities. The College’s annual operating budget is approximately \$11.2 million, with additional sponsored support totaling approximately \$7.2 million. CESS is home to a number of centers and institutes, including the Campus Children’s Center preschool, the Tarrant Institute for Innovative Education, the Vermont Reads Institute, and the Center on Disability and Community Inclusion.

The new Dean will join UVM at an exciting time. The university is pursuing an ambitious agenda, including the largest comprehensive campaign in its history and the implementation of an incentive based budgeting model that encourages innovation, and entrepreneurial and interdisciplinary activity. It is in this context that the new Dean, reporting to the Provost, will serve as CESS’ leader and advocate within the University, in the community, across the state, and with donors. The Dean works closely with CESS department chairs and other members of its leadership team, and with the deans of UVM’s other colleges. The successful candidate will be responsible for strengthening the College’s academic enterprise, encouraging and supporting faculty productivity, bolstering student recruitment and retention, and fundraising.

UVM seeks a new Dean with intellectual breadth, emotional intelligence, and a record of academic achievement, combined with success in administrative management, including strategic planning, curriculum development, fundraising and fiscal oversight. The ideal candidate will bring leadership experience in education or a related field, as well as proven experience fostering interdisciplinary activity and working collaboratively to promote institutional goals. S/he will also have the ability and appetite for engaging in efforts to secure funding from public and private sources to support College activities. Candidates must share CESS’ commitment to academic excellence, social justice, diversity and inclusion, and the integration of teaching and community engagement through service-learning and other forms of experiential learning. An earned doctorate in a relevant academic discipline and an outstanding record of teaching and scholarship to qualify for full professor at UVM are required.

The University of Vermont has retained Isaacson, Miller, a national executive search firm, to assist in this search. Inquiries, nominations, referrals and resumes with cover letters should be directed in confidence to: **Ponneh Varho, Sarah Herman, and Morgan Sharoff, ISAACSON, MILLER, 263 Summer Street, Boston, MA 02210, [www.imsearch.com/5544](http://www.imsearch.com/5544). Electronic submission of materials is strongly encouraged.**

*The University of Vermont is committed to providing equal opportunity to all qualified individuals in its employment and personnel practices. The University practices affirmative action by taking assertive steps to recruit, hire and promote minorities, females, individuals with disabilities and veterans.*



taking advantage of the College’s unique relationship with industry. The successful candidate will also be expected to support a collegial work environment, engage in scholarly and practical research, advise undergraduate and graduate students, provide service to the University, College, Sport Industry, and community, and to serve as an example of the College’s Code of Professionalism. Candidate must hold at least one undergraduate or graduate degree in sport management or business. Candidate with a doctoral degree is preferred, but an applicant who holds a Master’s degree or equivalent with a strong record of industry experience and outreach is also qualified. The College of Hospitality and Tourism Management is ACHPA accredited and one of only four colleges at Niagara University. It is a nationally ranked program; a founding member of Hotel Schools of Distinction; offered the world’s first Bachelor’s degree in tourism; and has nearly tripled its enrollment since 2000 to approximately 400 undergraduate students. Founded in 1856, Niagara University is located in a beautiful tourist setting in Lewiston, New York overlooking Canada and the gorge of the Niagara River, just north of Niagara Falls, USA. Niagara University is committed to providing a student-

centered focus via interactive, caring and supportive faculty. To be considered for this position, applications must include: a) cover letter, b) comprehensive curriculum vitae, c) photocopies of all post-secondary academic transcripts, d) a list of at least three professional and academic references. Applicants are encouraged, but not required, to submit teaching evaluations, samples of research, publications or scholarship, letters of recommendation, and any other supporting documents. Materials can be uploaded to the on-line application, <https://jobs.niagara.edu/JobPosting.aspx?JPID=1917>, or submitted as attachments via email, and direct all recommendation letters and inquiries to: Dr. Youngsoo Choi, Search Committee Chair, College of Hospitality and Tourism Management, [ychoi@niagara.edu](mailto:ychoi@niagara.edu). To learn more about the College of Hospitality, please visit: [www.niagara.edu/hospitality/AA/EOE](http://www.niagara.edu/hospitality/AA/EOE).

**Information Management:** The IU School of Informatics and Computing in Indianapolis invites applicants for a Lecturer or Senior Lecturer appointment in the Health Information Management Program. The responsibilities of the position include teaching in the Health Information Management program, developing courses for the tradi-

tional classroom setting, computer labs and for on-line education; help setting program goals, developing and continually updating the curriculum and training activities; contributing to the recruitment and marketing of the program; interviewing, evaluating and advising students; engaging in scholarly activity; serving as a member of SOIC and departmental committees; maintaining current knowledge in the Health Information Management profession through active participation in professional organizations, collaboration, practice and research; and serving on professional committees. Requirements for this appointment include a master’s degree, preferably in a field related to Health Information Management. The ideal candidate will possess a minimum of three years of experience in the Health Information Management field with at least one year of management experience; advanced level computer literacy, including extensive knowledge in Microsoft Office and software applications typically used in health information management departments; experience with coding, HIPAA and Release of Information. The Registered Health Information Administrator (RHIA) credential is preferred but not essential. Full description and application instructions available



DEAN OF THE WASHINGTON COLLEGE OF LAW  
Washington, D.C.

American University (AU) seeks a strategic, entrepreneurial, and energetic leader to serve as Dean of the Washington College of Law (WCL), commencing in the Summer of 2016. This is an exceptional opportunity to lead a large, vibrant, creative, and forward-looking law school in the nation’s capital to a preeminent global position by building a distinctive brand anchored in the quality of its academic programs, the scholarly achievements of its faculty, the diversity of its student body, and its impact on the challenges facing the legal professions and society today.

AU is a private doctoral university chartered by Congress and established in 1893. Today, AU employs some 850 full-time faculty members, enrolls approximately 12,100 students from every U.S. state and 146 countries, and offers a rich array of undergraduate and graduate programs, including several law degrees, through its seven colleges and schools. The Washington College of Law enrolls over 1,000 full time and 269 part time students. In January 2016 WCL will relocate to a new, state-of-the-art facility located on a 8.5 acre campus adjacent to public transportation and near centers of government, business, embassies, culture, and commerce in N.W. Washington, D.C.

WCL is an institution with a unique heritage. It was founded over one hundred years ago by two pioneering women at a time when women were generally excluded from the legal profession. The founders created a tradition of providing opportunities for those historically outside the mainstream of the legal profession. That commitment to inclusion and outreach continues. Of the 423 current first-year students, 46.6% are minorities, 62% are women, and 42% speak a foreign language. WCL is the highest overall ranked law school in the U.S. with Hispanics as its largest minority group. For WCL, diversity and excellence are intimately intertwined.

Accredited by ABA, Washington College of Law provides a superb education while achieving national and international recognition for its programs with a faculty that is recognized as among the most productive nationally and internationally. Faculty occupy important leadership positions in legal academia and domestic and international organizations and was voted one of the top 50 law faculties for scholarly distinction. WCL program (USNWR) rankings include: #2 in Clinical Training, #6 in International Law, #6 in Trial Advocacy, #15 in Intellectual Property, and #16 in Best Part-Time J.D. Programs. *The National Law Journal* “Best of the Legal Times” survey ranks WCL as #2 for J.D. Programs in Washington, D.C.; #2 in Joint J.D.-MBA Programs; #2 in Clinical Programs and #3 in LL.M Programs for WCL’s Program in Law and Government.

As the chief executive of the Washington College of Law, the Dean reports to AU’s Provost and is responsible for all program and unit activities within the school. S/he provides strategic, intellectual and creative leadership to faculty, students, and staff; leads planning, administrative, personnel, fundraising, and program development efforts to build and sustain excellence in operations; and is the principal representative for the school. The Dean works cooperatively and closely with faculty, administrative staff, other deans, and AU leaders to advance the university and the law school. The Dean is to bring a deep respect for both the practice and scholarly aspects of legal education. Additionally, the Dean is a visible force on the world stage, working with students, faculty, staff, alumni, and local and global leaders to enhance and build external relations and revenue.

AU has retained Isaacson, Miller to assist in the search. Confidential inquiries, nominations/referrals, and resumes with cover letters should be directed electronically via [www.imsearch.com/5521](http://www.imsearch.com/5521) to the attention of: **Vivian Brocard, Tim McFeeley, or Karla Saunders**. Review of applications will continue until the position is filled.



at <https://indiana.peopleadmin.com/postings/1941>. IUPUI is an EEO/AA Employer, M/F/D.

**Korean:** The Department of East Asian Languages and Cultures at Columbia University invites applications for the tenure-track Il Hwan and Soon Ja Cho Professorship in Korean Culture and Religion, to begin July 1, 2016. The appointment is at the rank of assistant professor. We particularly encourage applications from scholars who take an interdisciplinary, transnational approach to the study of Korean culture (with possible specialization in disciplines such as art history, anthropology, history, or literature) and religion (with an emphasis on Korean Buddhism). The appointee will teach at both the graduate and undergraduate levels and is expected to work with fellow faculty in the Department of East Asian Languages and Cultures, the Religion Department, and other university institutions in the development of Korean studies research, teaching, and programming at Columbia. Participation in the Columbia College Core Curriculum will be expected. PhD. degree must be completed by July 1, 2016. Review of applications will begin on October 30, 2015 and continue until the position is filled. The search committee is especially interested in candidates who, through their research, teaching or service, will contribute to the diversity and excellence of the academic community. For more information and to apply for the position, please use the following URL: [academicjobs.columbia.edu/applicants/Central?quickFind=61575](https://academicjobs.columbia.edu/applicants/Central?quickFind=61575) Columbia University is an Equal Opportunity/Affirmative Action Employer.

**Laboratory:** Laboratory Director of the Embryology and Andrology Laboratory, Lebanon, NH and Burlington, VT, Dartmouth-Hitchcock Clinic. Ultimately responsible for the clinical and medical aspects of the Human Embryology and Andrology Laboratory.

ry. Participates in research and teaching in conjunction with the Geisel School of Medicine at Dartmouth. This position includes travel to Burlington, VT at least one day per week for physical presence in UVM IVF program as well as being available for emergency and unscheduled procedures. Send resume to Kathryn Kull, Dartmouth-Hitchcock Clinic, One Medical Center Drive, Lebanon, NH 03756. Requirements: Ph.D. in Biological, Chemical, or Clinical Laboratory Science, or related field, such as Immunology; 32 semester hours in any combination of courses in Chemistry or Biological Sciences; coursework acceptable to ABB; ABB, HCLD, and ELD certification; 10 years of human embryology lab experience; evaluation based on quality of specific related experience and publication record.

**Language Science:** Seeking candidates for a tenure-track assistant professor position in the area of language science. The position is particularly aimed at candidates who combine a strong background in theoretical linguistics with computational, psycholinguistic, neurolinguistic or logical approaches. Apply online at <https://recruit.ap.uci.edu/apply/JPF03107> with a cover letter indicating primary research and teaching interests, CV, three recent publications, three letters of recommendation, and a statement on previous and/or past contributions to diversity, equity and inclusion. Application review will commence on 11/20/15. The University of California, Irvine is an Equal Opportunity/Affirmative Action Employer advancing inclusive excellence. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, disability, age, protected veteran status, or other protected categories covered by the UC nondiscrimination policy.

**Latin Studies:** Assistant Professor in Modern Peninsular Studies. The Department of

Latin American and Iberian Cultures at Columbia University invites applications for a tenure-track Assistant Professor position in Modern Peninsular Studies, with a particular emphasis in the 19th and 20th Centuries, to begin July 1, 2016. Ph.D. must be in hand by the appointment start date. The selectee will be expected to teach courses at the undergraduate and graduate levels and to contribute to Columbia College’s Core Curriculum. Candidates must have an outstanding scholarly and teaching record that reflects a strong commitment to cultural studies; an ability to cross disciplines, periods, and topics; and an eagerness to work closely with graduate and undergraduate students. We encourage applications from scholars who work on one or more Iberian languages besides Spanish. An interest in digital humanities and new literacies is also desirable. All applications must be filed online at: <https://academicjobs.columbia.edu/applicants/Central?quickFind=61477>. The application deadline is December 1, 2015. Columbia University is an Equal Opportunity/Affirmative Action employer.

**Library/Information Science:** The Indiana University School of Informatics and Computing - Indianapolis invites applications for one full-time lecturer-track faculty position in the Department of Library and Information Science. The appointment will begin August 1, 2016 at the Indiana University-Purdue University Indianapolis (IUPUI) campus. This appointment is annually renewable, based upon satisfactory performance. A committed educator is sought to join our department. We are interested in candidates with one or more of the following areas of expertise: Children/youth Digital resources and management, Technology (user experience, information organization, information systems design), School media Services for persons with disabilities, Reference / information sources and services. Candidates must demonstrate ef-





Lesley

UNIVERSITY

Lesley.edu

Lesley University, located in Cambridge, Massachusetts, engages students in transformative education through active learning, scholarly research, diverse forms of artistic expression, and the integration of rigorous academics with practical, professional experience. Enrolling over 6000 students in innovative programs in the fields of education, arts, and applied social sciences, Lesley offers undergraduate, masters, and doctoral degrees in a variety of formats (including on-campus, online, hybrid/low residency, and off-campus models) designed to serve a wide range of diverse learners.

Lesley seeks nominations for the following leadership positions:

**Dean of the College of Liberal Arts and Sciences**

The Dean of the College of Liberal Arts and Sciences (CLAS) oversees 53 core faculty in six divisions, including the Divisions of Education, Humanities, Business Management, Natural Sciences & Mathematics, Psychology & Applied Therapies, and Social Sciences. CLAS students include 1100 traditional undergraduate and 400 adult and online students in programs that include a partnership with Bunker Hill Community College and the Urban Scholar's Initiative. CLAS undergraduate programs are known for strong inquiry-based design that includes extensive internship preparation.

**Dean of the Graduate School of Arts and Social Sciences**

The Dean of the Graduate School of Arts and Social Sciences leads 41 core faculty and 17 administrative staff in offering a unique portfolio of programs including Masters' programs in Counseling and Psychology, Expressive Therapies (Art, Dance, Drama, Expressive Arts, and Music Therapy), International Higher Education and Intercultural Relations, Global Interdisciplinary Studies, and an MFA in Creative Writing. Doctoral programs include a PhD in Expressive Therapies and a planned PhD in Counseling and Psychology expecting to launch in Fall 2016. Each division prepares effective practitioners and innovative leaders and is committed to furthering its international student enrollment and reach.

**Dean of the Libraries**


In this inaugural position, the Dean of the Lesley University Libraries will provide effective administration and leadership of a 21st century academic library that supports the dynamic teaching, learning, and research goals of the University. Leading the strategic planning for the library and information services, the Dean plays a major role in integrating existing and developing technologies into the overall fabric of the University. The Dean supervises a staff of 23 professionals, evaluates collections, manages the budget, and leads the development of new programs and services.

**Applications**

Candidates must submit a letter of application that describes their interest in the position, a Curricula Vita or resume, and the email addresses and phone numbers of at least three (3) professional references. For full job descriptions, application instructions and more information about the positions, including desired qualifications, please visit: <http://apptrkr.com/679046>.

Review of applications begins December 1, 2015. Positions begin July 1, 2016 for the 2016-17 academic year.

Lesley University is an Affirmative Action/Equal Opportunity employer committed to increasing the diversity of the university community.



INDIANA UNIVERSITY

DEAN

SCHOOL OF

EDUCATION

Indiana University seeks a dynamic and transformative leader to become the next Dean of the School of Education. We are searching for a recognized scholar and innovative leader who is dedicated to cutting edge research and the highest standards of excellence in teaching and service; has a deep and powerful commitment to the core values of equity, social justice, and multiculturalism in education; and has a compelling vision to improve teaching, learning, research, and human development in a global, diverse, rapidly changing, and increasingly technological society.


The Dean leads a faculty that is internationally recognized, and stands at the forefront of research, teaching, and service to the educational community. The School's large population of undergraduate and graduate students participate in immersion programs that give them the opportunity to teach in urban communities, American Indian reservations, and abroad. The Dean will also work with an alumni base that is 70,000 strong, and includes accomplished educators, administrators, researchers, and 20 Indiana Teachers of the Year.

With campuses in Bloomington and Indianapolis, the School is among the elite education programs in the United States, and is ranked among the top 25 in the *U.S. News & World Report's* 2016 Best Grad Schools in Education. The School's academic programs offer degrees and professional licenses for teachers, counselors, school psychologists, educational leaders, curriculum designers, and university scholars and researchers. In the academic year 2014-15 alone, the School conferred 673 bachelor's, 319 master's, and 66 doctoral degrees. The School also offers online courses for professional development, certificates, and master's degrees, and the first fully online doctoral program at Indiana University.

The Dean serves as the chief academic and administrative officer for the School of Education, and reports to the Provost and Executive Vice President. The Dean is based in Bloomington, a cosmopolitan college town with a beautiful campus, and the School's Indianapolis campus is located in the state's vibrant capital city, which is a center of the arts, commerce, and industry.

Candidates should hold a doctoral degree from an accredited institution, and have significant experience leading a complex organization, a demonstrated record of enhancing the success of women and individuals from traditionally underrepresented communities, and scholarly achievements appropriate for a tenured professorship at Indiana University. Candidates should also possess the strong administrative, managerial, development, and communication skills necessary to lead a school of education in a highly interdisciplinary public research institution.


The Dean's appointment is expected to begin **July 1, 2016**. Additional information about the School can be found at: <http://education.indiana.edu/>.



executive search consultants

Although applications and nominations will be accepted until the position is filled, interested parties are encouraged to submit their materials by **Monday, January 25, 2016**, to assure optimal consideration. Candidate materials should include a letter of interest and a *curriculum vitae*. Please send nominations, inquiries, and applications in confidence and electronically to our consultant at [IUEdDean@storbeckpimentel.com](mailto:IUEdDean@storbeckpimentel.com).

*Indiana University is an Equal Opportunity, Affirmative Action Employer and a provider of ADA services. All qualified applicants will receive consideration for employment without regard to age, ethnicity, color, race, religion, sex, sexual orientation or identity, national origin, disability status or protected veteran status.*



DEAN  
OF THE  
UNDERGRADUATE  
COLLEGE

Bryn Mawr College is one of the world's most distinguished and distinctive institutions of higher education. Every year 1,300 undergraduate women and 400 coeducational graduate students from around the world gather on the College's historic campus to study with leading scholars, conduct advanced research, expand the boundaries of academic inquiry, and prepare for lives of purposeful action. Against this stimulating and inspiring backdrop, Bryn Mawr seeks nominations and invites applications for its chief student affairs officer, the position of Dean of the Undergraduate College. The role of the Dean includes leadership for creating a vibrant intellectual and joyous co-curricular campus life for students, spearheading efforts to improve the student experience, and managing a complex array of offices related to student affairs.


The Dean of the Undergraduate College provides oversight and leadership for academic, social and co-curricular campus life for students to support the mission of Bryn Mawr College. As one of the most diverse liberal arts colleges in the country, Bryn Mawr seeks a Dean who will enhance and advance the College's national reputation and capacity to affirm difference as central to the fabric of its institutional culture and excellence.

The Dean heads the Undergraduate Dean's Office, which promotes the academic and personal growth of undergraduates at the College, working with students from matriculation to graduation. The Dean's Office embraces the College's commitment to a holistic, rigorous liberal arts education as preparation for life and work, providing both individual advising and broader academic and cocurricular programming. Students are encouraged to take responsibility for their lives, a responsibility that includes consulting with their deans and other appropriate resources, and operating within a structure of strong student self-governance, a social and academic honor code, and Quaker-inspired shared governance of the College.

The Dean of the Undergraduate College serves as a member of the President's senior staff and plays a critical, front-facing role in support of undergraduate students. The Dean reports to the President. The Dean is often called upon to represent the President in key student-related matters. The Dean supervises the personnel and budgets of a wide array of interrelated offices and programmatic areas, and the position thus entails significant management responsibility and leadership. The Dean's office is comprised of approximately 30 staff members, who play a central and visible role in the advancement of student affairs to support Bryn Mawr students.

Inquiries, applications, and nominations should be directed to [BrynMawrDean@storbeckpimentel.com](mailto:BrynMawrDean@storbeckpimentel.com). Applications and nominations will be held in strictest confidence. For best consideration, please forward CV and cover letter by **Monday, December 7, 2015**.

*Bryn Mawr College is an equal opportunity employer.*



executive search consultants



DEAN  
College of Education

The University of Memphis invites expressions of interest in and nominations for the position of Dean of the College of Education.

The University of Memphis, a Tennessee Board of Regents Institution, is one of three doctoral granting public universities in Tennessee and the only TBR institution classified as Highly Research Productive. It has twelve schools and colleges serving approximately 22,000 students. The University is strongly committed to its urban mission and outreach programs, values diversity, and recognizes the integrated role played by faculty and administration in fulfilling a comprehensive mission of research and performance, education, and community outreach. See: [www.memphis.edu](http://www.memphis.edu).

**Responsibilities:** The Dean provides strong leadership in planning, development, and implementation of all college programs and policies. Specific responsibilities include approval of hiring, tenure, and promotion decisions; effective management of resources; coordination of outreach activities; support of research, including aggressive pursuit of external funding; and college development. The Dean has primary budgetary responsibility and accountability for the college and its programs. The Dean should also be recognized as a community leader in the improvement of urban education in our region.

**Qualifications:** The Dean of the College of Education must have demonstrated significant achievement in leadership, scholarly activities, and administration. The successful candidate must have a doctoral degree from an accredited institution of higher education and be qualified to hold professorial rank in one of the departments within the college.

Interested candidates should submit a letter of application, a curriculum vita, names and contact information for five references to:

Martin M. Baker, Senior Vice President  
Baker and Associates LLC  
4799 Olde Towne Parkway – Suite 202  
Marietta, GA 30068  
[mbaker@baasearch.com](mailto:mbaker@baasearch.com)

A review of applications and nominations will begin on November 1, 2015 and continue until the position is filled.

**The University of Memphis, a TBR institution, is an Equal Opportunity/Affirmative Action employer.** We urge all qualified applicants to apply for this position. Appointment will be based on qualifications as they relate to position requirements without regard to race, color, national origin, religion, age, gender, handicap or veteran status. The successful candidate must meet guidelines of the Immigration and Reform Control Act of 1986.

ffective teaching in an online environment and several years of professional (industry) experience in the area of expertise, a deep

understanding of career opportunities in the information professions, and a passion for graduate student mentoring and suc-

cess. Ideal candidates will also shape their teaching in ways that leverage the unique strengths of the School of Informatics and

Computing and the IUPUI campus, including its interdisciplinary and collaborative environment and commitment to service and community engagement. Full description and application instructions available at <http://soic.iupui.edu/openings/lis-lecturer/>. IUPUI is an EEO/AA Employer, M/F/D.

**Library:** The Indiana University School of Informatics and Computing - Indianapolis invites applications for one tenure-track faculty position (open rank) in the Department of Library and Information Science. The appointment will begin August 1, 2016 at the Indiana University-Purdue University India-

napolis (IUPUI) campus. Exceptional teachers and researchers are being sought. Candidates must demonstrate commitment to the library/information management professions with relevant research and engaged teaching. The LIS department has an ALA accredited Master of Library Science degree program





Florida Gulf Coast University invites nominations and applications for the positions of Dean, College of Education and Dean of Undergraduate Studies. Situated in Southwest Florida, FGCU is a growing, comprehensive public institution offering a broad array of undergraduate and graduate programs in the Colleges of Arts and Sciences, Business, Health Professions & Social Work, Education, and Engineering. The University, with its innovative programs, technology friendly campus, and outstanding faculty/staff, is one of the most exciting educational environments in America.

FGCU seeks two dynamic academic leaders who are experienced, and committed, with a strong innovative and entrepreneurial spirit to lead the College of Education and the Office of Undergraduate Studies. Reporting to the provost and vice president for academic affairs, these positions will provide strong planning and management, vision and support to programs and personnel emphasizing collegiality, integration, and collaboration across all dimensions of the College and broader University. Encouraging a culture of academic excellence emphasizing high academic standards; excellent teaching, faculty and student scholarship; continuous quality improvement; and data driven decision-making is a key priority.

The Candidate for the Dean of Undergraduate Studies is expected to be a collaborative leader and advocate for innovative and transformative undergraduate education within the university and nationally. Provide leadership on university-wide and programmatic assessment of student learning and program effectiveness. Initiates and engages in strategic planning, budgeting, and implementation of university policies, initiatives, and programs related to undergraduate education. Promotes diversity and inclusion in the student body, supports academic integrity for both faculty and students. Has knowledge of best practices in undergraduate education in collaboration with internal and external partners. Oversees university-wide assessment initiatives and provides direction on fiscal planning and strategic goal setting for the various units within the Office of Undergraduate Studies.

The Candidate for the Dean for the College of Education serves as the chief academic, fiscal and administrative officer of the College; and is expected to build on the impressive record of success the College has enjoyed in its first seventeen years. He/she will foster an environment conducive to quality instruction, demonstrate a commitment to academic shared governance, scholarly achievement, significant community involvement, and continuous improvement that will lead the College through its next phase of growth and development. The new dean will provide a leadership role in connecting the COE to the community, establishing and maintaining relationships with public and private community groups and leaders, and the greater southwest Florida region. The successful candidate will be responsive to the needs of internal and external stakeholders and work to enhance the reputation of the College and the University through support of the mission and goals of both.

Candidates must have an earned doctoral degree from a regionally accredited institution or equivalent accreditation. Academic credentials commensurate with an appointment at the Rank of Professor. Progressive successful experience in academic administration. Demonstrated commitment to shared academic governance. Ability to make strategic budgetary and operational decisions that maximize resources. Effective written and communication skills. Strong skill in management of financial and human resources.

While applications and nominations will be accepted until the position is filled, interested parties are encouraged to submit their materials by October 30th to assure optimal consideration. Complete advertisement and application instructions may be viewed at <https://jobs.fgcu.edu>.

*FGCU is an EOE/AA/M/F/Vet/Disability Employer*



delivered through online methods. Coursework emphasizes technology, leadership, and professionalism. The Department collaborates closely with the Human Centered Computing and the BioHealth Informatics Departments in the application of technology to address information needs. Specializations include public libraries, school media, and electronic resource management. Areas of current and future interest for the department are: digital resources (community heritage, data management, data curation, digital libraries); technology (information system design // user interaction) and children and youth. The ability to collaborate across the School and with other Schools on campus is important. By strengthening or complementing existing faculty in the Department and School, ideal candidates will use creative, innovative approaches and technologies to address fundamental library and information challenges with broad societal impact, and have the potential to leverage the strengths of the IUPUI campus, including its unique location in downtown Indianapolis, interdisciplinary and collaborative environment and nation-wide leadership in the health and life sciences. Full description and application instructions available at <http://soic.iupui.edu/openings/lis-tenure-track/>. IUPUI is an EEO/AA Employer, M/F/D.

**Mathematics:** Cottey College, an independent liberal arts college for women, is seeking to fill a tenure track position in mathematics starting August 2016. The teaching load is 12 to 14 hours each semester; assigned courses could range from Intermediate Algebra through Calculus. Ability to teach Statistics desirable. Ph.D. required. Further information about Cottey is available at <http://www.cottey.edu>. Review of applications begins November 6, 2015, and continues until the position is filled. Send cover letter, curriculum vitae, copies of transcripts, and contact information for three references by Email in Microsoft Word or PDFs to Dr. Chioma Ugochukwu, VPAA, Cottey College, Nevada, MO. E-mail: [dkerbs@cottey.edu](mailto:dkerbs@cottey.edu). Phone: 417-667-8181. EOE.

**Mathematics:** The Department of Mathematics at Gonzaga University invites appli-

cations for one tenure-track Assistant Professor position in Mathematics, beginning fall semester 2016. Required Qualifications: A Ph.D. in mathematics, applied mathematics, or statistics and evidence of at least one year successful experience teaching undergraduates. To apply or view the full position description, please visit our website at <https://gonzaga.peopleadmin.com/>. For information about the institution, visit Gonzaga on the internet at <http://www.gonzaga.edu>. Questions about the position can be directed to the Mathematics Search Committee at [math@gonzaga.edu](mailto:math@gonzaga.edu). Position closes on December 1, 2015, midnight, PST. For assistance with your online application, call 509.313.5996. Gonzaga University is a Jesuit, Catholic, humanistic institution, and is therefore interested in candidates who will contribute to its distinctive mission. Gonzaga University is a committed EEO/AA employer and diversity candidates are encouraged to apply. All qualified applicants will receive consideration for employment without regard to their disability status and/or protected veteran status.

**Mathematics:** The Reed College Mathematics Department invites applications for a tenure-track assistant professorship in computer science to begin in the fall of 2016. Applicants should have completed a Ph.D. in computer science, or should be near its completion, and should be committed to excellence in teaching and in scholarship. Applicants from all areas of computer science are encouraged to apply. Reed is a distinguished liberal arts college with 1400 students. Faculty members normally teach five semester courses per year, typically two course preparations per semester. The successful applicant will share responsibility in developing an undergraduate curriculum in computer science, extending the existing program within the Mathematics Department. Reed faculty also supervise year-long thesis projects, required of all senior students, that often incorporate students in collaborative research projects. Further information about the position can be found at <http://www.reed.edu/cssearch/>. Reed College is a community that believes that cultural diversity is essential to the excellence of our academic program. All applicants should address how their teach-

ing, scholarship, mentoring, community service, or other activities could support Reed's commitment to diversity and inclusion as articulated in the college's diversity statement at <http://www.reed.edu/diversity/>. Applicants should submit their applications electronically through the Interfolio service at <http://apply.interfolio.com/32116> and should include a cover letter, curriculum vitae, teaching statement, research statement, and three letters of recommendation. Reed is an Equal Opportunity Employer and members of underrepresented groups are especially encouraged to apply. Applications will be accepted until the position is filled, but they should be received by December 1st, 2015 to guarantee full consideration. Any questions about the position or the application process may be directed to the chair of the search committee, Jim Fix, [jimfix@reed.edu](mailto:jimfix@reed.edu).

**Medicine:** The University of Illinois College of Medicine at Peoria (UICOMP) is seeking board-certified or board-eligible pediatricians to fill multiple full-time positions in the Department of Pediatrics' hospitalist division. The position is as Assistant/Associate Professor or Professor/Physician Surgeon of Clinical Pediatrics and can be tenure or non-tenure. The ideal candidate will have completed 3 years of pediatric residency and be BC/BE in Pediatrics and will hold or have applied for an Illinois physician's license. The position includes teaching medical students and residents in the department; provide in-patient services for patients; provide clinical services for patients hospitalized at the Children's Hospital of Illinois at OSF Saint Francis Medical Center, UICOMP's main clinical partner; organize and conduct research programs; and perform other duties of a University faculty member including committee assignments, curriculum development and administration. The primary teaching hospital of the UICOMP is the Children's Hospital of Illinois at OSF Saint Francis Medical Center (CHOI), a tertiary care facility serving a 37 county region with a population base of over two million. CHOI provides comprehensive services to children, including Level IV NICU and a state-designated Pediatric Critical Care Center. CHOI is a major medical facility with 124 beds and

## VICE-PRINCIPAL (ACADEMIC) & DEAN



UNIVERSITY OF  
**TORONTO**  
MISSISSAUGA

The University of Toronto Mississauga invites applications, nominations and expressions of interest for the position of Vice-Principal (Academic) & Dean. The appointment will be effective January 1, 2016, or as soon thereafter as possible. The standard term of a Vice-Principal (Academic) & Dean is five years, with the possibility of renewal for an additional term. The successful candidate would also hold a tenured faculty position at the University of Toronto.

Established in 1827, the University of Toronto (U of T) is the largest and most prestigious research-intensive university in Canada, located in one of the world's great urban centres. The University has more than 19,800 faculty and staff, some 84,500 students enrolled across three campuses, an annual operating budget of \$2.2 billion, \$1.3 million in externally funded research, and one of the premier research university libraries in North America.

The University of Toronto Mississauga (UTM), one of three U of T campuses and the University's second-largest division, was established in 1967. The campus has 15 academic departments; an Institute for Management and Innovation with its distinct emphasis on sector-oriented interdisciplinary management education; and an Institute of Communication, Culture, Information and Technology. Its 147 programs cover 90 areas of study. The campus is also home to the Mississauga Academy of Medicine – a medical education and research facility involving collaboration among UTM, the Faculty of Medicine and three major hospitals. The campus population numbers approximately 13,700 undergraduate students and 575 graduate students, along with 2,300 full- and part-time employees, including 915 permanent faculty and staff. In accordance with the University's strategic vision outlined in Towards 2030, UTM is expected to see substantial further growth in undergraduate and graduate programs and enrolment within a differentiated campus model.

The campus is situated in the city of Mississauga on 225 acres of protected greenbelt along the Credit River, 33 kilometers west of U of T's downtown Toronto campus. The modern campus boasts a number of award-winning facilities, including the Hazel McCallion Academic Learning Centre (library and information complex), and the Recreation, Athletics and Wellness Centre.

The Vice-Principal (Academic) & Dean is the senior academic officer of the University of Toronto Mississauga, and is responsible for all aspects of academic administration, vision and leadership on the campus. She/he reports directly to the Vice-President & Principal (campus chief executive) and also works closely with the Vice-President (Academic) & Provost of the U of T. She/he is also the leading academic ambassador of UTM across the university and externally. Her/his direct reports include two Vice-Deans, an Assistant Dean, 17 heads of departments and institutes, and the Director of the Mississauga Academy of Medicine. She/he will be a distinguished leader and communicator, with outstanding academic and professional achievements and a record as an exemplary administrator.

Candidates must have a PhD and must be able to receive tenure at U of T upon commencement of this role. The successful candidate will have a background in academic leadership.

The University of Toronto is strongly committed to diversity within its community and especially welcomes applications from visible minority group members, women, Aboriginal persons, persons with disabilities, members of sexual minority groups and others who may contribute to the further diversification of ideas. Please note that all qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority.

The Search Committee will begin its consideration of individuals immediately and will continue until the position is successfully filled. Please email Colleen McColeman ([colleen.mccoleman@utoronto.ca](mailto:colleen.mccoleman@utoronto.ca)) for copies of the position profile, Towards 2030, UTM academic plan, and other information. Applications including a letter of introduction, curriculum vitae and five references (who will not be contacted without the consent of the applicant) should be forwarded to her, in confidence, at the following address:

Ms. Colleen McColeman  
Office of the Vice-President & Principal  
University of Toronto Mississauga  
3359 Mississauga Rd  
Mississauga, Ontario L5L 1C6  
Email: [colleen.mccoleman@utoronto.ca](mailto:colleen.mccoleman@utoronto.ca)

a 32 bed critical care unit and the only Level 1 trauma center in Illinois outside of Chicago. The Jump Trading Simulation Education Center, a state of the art simulation facility with over 40,000 square feet of space for faculty and other resources, is a joint venture between UICOMP and CHOI and is located on the UICOMP campus. Chosen four times (most recently in 2013) by the National Civic League as an "All-America City," Peoria, Illinois has both the eclectic energy and amenities of a major cosmopolitan city with the charm and friendly appeal of small-town middle America. A beacon of American history and culture, Peoria is home to award-winning schools, affordable, pristine neighborhoods and 9,000 acres of parks - the most in the state. Malpractice insurance is provided by the University of Illinois system and an excellent benefits package is available including vacations, sick time, CME, health and life insurance and retirement plan. The University of Illinois may conduct background checks on all job candidates upon acceptance of a contingent offer. Background checks will be performed in compliance with the Fair Credit Reporting Act. UIC is an EOE/AA/M/F/Disabled/Veteran. For fullest consideration, please apply by November 9, 2015 at the following link: <https://jobs.uic.edu/job-board/job-details?jobID=57035>.


**Music:** Assistant Professor of Music, Associate Director of Bands (Marching Band Director) position number 82401, University of Hawaii at Manoa, College of Arts and Humanities, Department of Music, full-time, 11-month, tenure track position, to begin August 1, 2016, pending position clearance and availability of funds. Duties: Direct the Rainbow Warrior Marching Band. With the Assistant Director of Bands, and under the supervision of the Director of Bands, administer the entire Athletic Band program, including: show development & design; coordination & oversight of all associated band staff; coordination with UH Athletics; recruiting and outreach activities. Conduct the Symphonic Band (spring semester). Teach courses in the music education curriculum (e.g., instrumental methods, or marching band techniques) and/or performance ensembles (e.g., jazz ensemble, or percussion ensemble) according to qualifications and expertise. Other duties assigned by the De-

partment Chair. Minimum qualifications: master's degree in music; documented history of success in teaching, conducting, and leadership of marching and concert bands at the collegiate and/or high school level. Desirable qualifications: doctorate in music; documented history of success in drill writing and arranging; success in recruitment and development of a collegiate or high school band program; ability to teach music education courses (e.g., woodwind/brass/percussion methods and marching band techniques); ability to teach applied lessons at an advanced level. Pay Range: commensurate with qualifications and experience. To Apply: Please submit letter of application, curriculum vitae with names and contact information of five references, academic transcripts (unofficial transcripts are acceptable for initial application, official transcripts are required by date of hire) and three letters from professional references. Also, please submit a recent (within last two years) video of both (a) marching band field show(s) and (b) the applicant conducting both in rehearsal and performance settings, as either a DVD or electronic submission (via YouTube, Vimeo, or other video sharing platform, or by file sharing platform, e.g. Google Drive). (Electronic applications are preferred.) Materials submitted electronically must be sent via UH FileDrop Service at <https://www.hawaii.edu/filedrop/> to Kathleen Kamiya at [kkamiya@hawaii.edu](mailto:kkamiya@hawaii.edu) with the Expiration Timer for the file upload set to 7 days. Application materials will not be returned. Hard copy applications, letters from professional references, transcripts, and DVD conducting videos should be mailed to: Marching Band Director Search Committee Chair, Music Department, University of Hawaii, 2411 Dole Street, Honolulu, HI 96822. Review of materials will begin on November 17, 2015, continuing until the position is filled. Application Address: Marching Band Search Committee Chair, Department of Music, University of Hawaii at Manoa, 2411 Dole Street, Honolulu, HI 96822. Inquiries: Dr. Jeffrey Boeckman, Marching Band Director Search Committee, Chair (808) 956-2169, [jboeckma@hawaii.edu](mailto:jboeckma@hawaii.edu).

**Music:** Assistant Professor of Music (Orchestra Conductor), position number 84406, University of Hawaii at Manoa, College of Arts

and Humanities, Department of Music, full-time, 9 month, tenure track position, to begin August 1, 2016, pending position clearance and availability of funds. Duties: provide administrative oversight of the orchestra program and string program; conduct the UHM Orchestra; teach additional classes which may include, but are not limited to, conducting, instrumental techniques, chamber ensembles, and applied study (upper strings preferred); recruit students for both the orchestra program and the music major; maintain a public profile as a conductor and teacher. Other duties as assigned by Department Chair. Minimum qualifications: master's degree in music; three years of college teaching experience (including orchestra conducting), or commensurate experience. Desirable qualifications: doctorate in music; evidence of success in conducting ensembles at the collegiate and/or high school level; success in recruitment and development of a collegiate or high school instrumental program; demonstrated commitment to developing collegial relationships with public and private school orchestra programs; demonstrated experience at a professional level in instrumental performance and applied teaching (upper strings preferred). Pay range: Commensurate with qualifications and experience. To apply: Please submit a letter of application, curriculum vitae with names and contact information for five references, academic transcripts (unofficial transcripts are acceptable for initial application, official transcripts are required by date of hire) and three letters from professional references. Also, please submit a 15-20 minute video of the applicant conducting contrasting selections in both rehearsal and performance settings, as either a DVD or electronic submission (via YouTube, Vimeo, or other video sharing platform, or by file sharing platform, e.g. Google Drive). Review of materials will begin on November 17, 2015, continuing until the position is filled. Application address: Electronic applications are preferred. Materials submitted electronically must be sent to Thomas Osborne at [thomasao@hawaii.edu](mailto:thomasao@hawaii.edu) via UH FileDrop Service at <https://www.hawaii.edu/filedrop/> with the Expiration Timer for the file upload set to 7 days. Application materials will not be returned. Hard copy applications, letters from professional references, transcripts, and DVD conducting





UNIVERSITY OF WISCONSIN  
WHITEWATER

Whitewater, WI

## Provost and Executive Vice Chancellor for Academic Affairs

The University of Wisconsin Whitewater (UW-Whitewater) is seeking a Provost and Executive Vice Chancellor for Academic Affairs to join the university's senior leadership team and play a major role in fulfilling the institution's mission to foster student success and personal growth. This individual will be the number two officer of the university and a close partner of Chancellor Beverly Kopper.

UW-Whitewater is a premier comprehensive university and one of 13 universities in the University of Wisconsin System. UW-Whitewater was founded in 1868 and officially joined the University of Wisconsin System in 1971. It has approximately 1,400 faculty and staff members and an enrollment of more than 12,000 students in 50 undergraduate and 15 masters programs, an education specialist degree, and a doctorate of Business Administration. The four colleges include Arts and Communication, Business and Economics, Education and Professional Studies, and Letters and Sciences.

Located in a community of 14,622 residents near the scenic Kettle Moraine State Forest in southeastern Wisconsin, UW-Whitewater is a regional cultural and resource center within convenient driving distance of Madison, Milwaukee and Chicago.

UW-Whitewater is seeking an experienced academic leader with the vision, leadership, experience, and management qualities necessary to build on the university's reputation and take it to even higher levels of academic excellence and student success. The new Provost and EVC will express a passion for the mission of public education and the ability to persuasively articulate—both internally and externally—UW-Whitewater's unique mission and values.

This leader will play a key role in assisting the Chancellor in the administration of the university, and will have the depth of management experience required to construct and execute strategies to ensure its future successes. The Provost and EVC will devote particular attention to the immediate goals of: acting as the champion of UW-Whitewater's academic mission and faculty/staff; overseeing the university's strategic enrollment initiatives; fleshing out and implementing a new strategic plan; and serving as a forceful and passionate advocate for the university—both on and off campus.

UW-Whitewater's new Provost and EVC will have the opportunity to be a senior leader of a vibrant, innovative university; partner closely with a highly regarded new Chancellor and a dedicated faculty and staff; engage in the community; and reside in a beautiful region of Wisconsin.

Applications, nominations, or confidential inquiries concerning this search may be sent by email to [UWWhitewaterProvost@wittkieffer.com](mailto:UWWhitewaterProvost@wittkieffer.com) or directed to John K. Thornburgh at (412) 209-2666 or Elizabeth K. Bohan at (630) 575-6161. In order to receive full consideration, applications must be received by December 1, 2015.

*The University of Wisconsin-Whitewater is an Equal Opportunity and Affirmative Action Employer, and actively seeks and encourages applications from women, people of color, persons with disabilities, and all veterans. Names of applicants may be disclosed unless requested otherwise. Names of finalists will be released. UW-Whitewater conducts criminal background checks as a contingency to employment. A criminal background check will be conducted prior to an offer of employment. For UW-W Campus safety information and crime statistics/annual Security Report, see <http://www.uww.edu/annual-safety-report> or call the Dean of Students office at: 262-472-1533 for a paper copy.*

WITT / KIEFFER

videos should be mailed to: Orchestra Search Committee Chair, Music Department, University of Hawaii, 2411 Dole Street, Honolulu, Hawaii 96822. For further inquiry: Dr. Thomas Osborne, Orchestra Search Committee, Chair, 808-956-2129, [thomasao@hawaii.edu](mailto:thomasao@hawaii.edu).

**Music:** Full-time, tenure track position as Assistant Professor of Music in Strings and Conductor of the Trinity Symphony Orchestra. Responsibilities include supervising all aspects of string instruction for a department with 11 full-time and 20 part-time faculty; conducting, musical leadership, and recruitment for Trinity's all-student orchestra. The successful candidate will be an integral part of the Music Education program. Teaching duties may also include instruction of string methods for music education students; private lessons in an applied area according to the candidate's credentials; or coaching student chamber music ensembles. The successful candidate will work closely with the instrumental music education students, including graduate students studying in Trinity's nationally recognized Master of Arts in Teaching program. Dependent upon course load and candidate expertise, additional classroom teaching responsibilities may be included. We particularly seek candidates with an understanding and strong support of the ideals and goals of a broad liberal arts education. Doctoral degree required, and experience in secondary school orchestra ensembles is desired. Please send curriculum vitae, letter of application, and three confidential letters of refer-

ence by November 9, 2015 to Dr. David Heller, Search Committee Chair, Department of Music, Trinity University, 1 Trinity Place, San Antonio, TX 78212. Please do not send audio or visual recordings at this time, or other supportive materials - those items will be requested at a later date. <https://new.trinity.edu/academics/departments/music>

**Music:** Tenure-eligible resident position beginning August 16, 2016. The School of Music offers a rigorous and comprehensive curriculum for piano majors. Primary duties will include weekly lessons and repertoire class for piano majors at the undergraduate and graduate level. Other duties may include teaching of courses in Keyboard Musicianship for Keyboard Majors, Piano Ensemble, and Survey of Keyboard Literature, as well as coaching of chamber music. Interested applicants must apply online at <http://www.ithaca.edu/jobs>. Questions about online application should be directed to the Office of Human Resources at (607) 274-8000. To ensure full consideration, complete applications should be received by October 30, 2015. Ithaca College is committed to building a diverse academic community and encourages members of underrepresented groups to apply. Experience that contributes to the diversity of the college is appreciated.

**Philosophy:** Department (<http://philosophy.ucsd.edu>) at UC San Diego invites applications for Assistant Professor (t-t). AOS: Open, except for moral philosophy, history of philosophy and philosophy of science. Requires

excellence in research, teaching and professional activity; PhD conferred by the appointment's start time. Salary is commensurate with qualifications and based on UC pay scales. Review of applications begins November 1, 2015, and continues until position is filled. Applications, including a cover letter, curriculum vitae, writing sample, teaching evaluations, and up to five letters of recommendation, a separate personal statement summarizing their experience and leadership contributions in the arena of equity and diversity, will be accepted electronically at <http://apptkr.com/682414>. AA-EOE.

**Philosophy:** University of California, Santa Barbara, Santa Barbara, California. Rank: Open. AOS: Metaphysics and/or Epistemology. AOC: Open. Salary: Dependent on qualifications. Appointment: July 1, 2016. Requirements: Outstanding record or promise of excellence in research and teaching (graduate and undergraduate); Ph.D. normally required by the time of appointment. Deadline: To ensure full and primary consideration all application materials, including letters of reference, should be received by November 17, 2015. The position will remain open until filled. Application Procedure: Submit a letter of application, curriculum vitae, names and contact information for at least three references, and a writing sample online at <https://recruit.ap.ucsb.edu/apply/JPF00575>. Junior candidates should also submit a dissertation abstract and evidence of teaching excellence. References will be contacted and asked to submit their let-



香港城市大學  
City University of Hong Kong

57<sup>th</sup> World University  
5<sup>th</sup> World's top 50 Universities under age 50  
1<sup>st</sup> Engineering/Technology/Computer Sciences in Hong Kong  
2<sup>nd</sup> Business School in Asia



### Worldwide Search for Talent

**City University of Hong Kong** is a dynamic, fast-growing university that is pursuing excellence in research and professional education. As a publicly-funded institution, the University is committed to nurturing and developing students' talents and creating applicable knowledge to support social and economic advancement. The University has seven Colleges/Schools. As part of its pursuit of excellence, the University aims to recruit **outstanding scholars** from all over the world in various disciplines, including **business, creative media, energy, engineering, environment, humanities, law, science, social sciences, veterinary sciences** and other strategic growth areas.

Applications and nominations are invited for :

## Provost [Ref. B/039/30]

The University is seeking an eminent, experienced and innovative academic leader to oversee and spearhead the development, growth, and quality of all academic programs and related support functions. Reporting to the President, the Provost is a key member of the senior management team and will work closely with the President to further advance the University in becoming a global leading university, excelling in research and professional education.

**Qualifications for Appointment**  
Candidates are expected to be senior academics at least at full Professor status, with a distinguished record of scholarship and significant experience in academic administration. The successful candidate must also demonstrate a collaborative and collegial management style; possess excellent communication skills, and the ability to forge effective working relationship with a broad range of internal and external stakeholders. Other essential qualities include exceptional strategic planning skills and a strong commitment to promoting academic excellence and quality education. Knowledge of the Hong Kong education setting will be an advantage.

**Salary and Conditions of Service**  
Remuneration package will be driven by market competitiveness and individual performance. Excellent fringe benefits include gratuity, leave, medical and dental schemes, and relocation assistance where applicable. Initial appointment will be made on a fixed-term contract.

**Information and Application**  
Further information on the post and the University is available at <http://www.cityu.edu.hk>, or from the Human Resources Office, City University of Hong Kong, Tat Chee Avenue, Kowloon Tong, Hong Kong [Email : [prosearch@cityu.edu.hk](mailto:prosearch@cityu.edu.hk)/Fax : (852) 2788 1154 or (852) 3442 0311].

To apply, please submit an online application at <http://jobs.cityu.edu.hk>, and include a current curriculum vitae. Nominations can be sent directly to the Human Resources Office, or email to "[prosearch@cityu.edu.hk](mailto:prosearch@cityu.edu.hk)". **Applications and nominations received before 31 October 2015 will receive full consideration.** The University's privacy policy is available on the homepage.

*City University of Hong Kong is an equal opportunity employer and we are committed to the principle of diversity. Personal data provided by applicants will be used for recruitment and other employment-related purposes.*

*Worldwide recognition ranking 57th (QS survey 2015); 5th among top 50 universities under age 50 (QS survey 2014); 1st in Engineering/Technology/Computer Sciences in Hong Kong (Shanghai Jiao Tong University survey 2015); and 2nd Business School in Asia-Pacific region (UT Dallas survey 2014).*

ters of recommendation online by the deadline. All application materials should be in a standard electronic form, preferably pdf. Fax and mail applications cannot be accepted. Inquiries may be addressed to the [philosophy.ucsb.edu](mailto:philosophy.ucsb.edu). For additional information about the Department of Philosophy, see <http://www.philosophy.ucsb.edu>. The Department is especially interested in candidates who can contribute to the diversity and excellence of the academic community through research, teaching and service. The University of California is an Equal Opportunity/Affirmative Action Employer and all qualified applicants will receive consideration for employment without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, disability status, protected veteran status, or any other characteristic protected by law.

**Philosophy:** The Philosophy Department (<http://philosophy.ucsd.edu>) at UC San Diego invites applications for a tenured Associate or Full Professor. AOS: Moral Psychology. AOC: Open. The appointment is expected to begin 7/1/2016. Duties include active research, graduate supervision, normal committee service, and classroom teaching at all levels. The standard teaching load is four courses per year. Requires Ph.D., excellence in research, teaching and professional activity. Salary commensurate with qualifications and based on UC pay scales. Closing date: Review of applications begins November 1, 2015, and continues until position is filled. Applications, including a cover letter, curriculum vitae, writing sample, teaching evaluations, separate personal statement summarizing their experience and leadership contributions in the arena of equity and diversity, and up to five letters of recommendation, will be accepted electronically at <http://apptkr.com/682548>. AA-EOE.

**Piano/Music:** Associate Professor/Full Professor, appointment beginning fall semester, August 1, 2016. Doctorate or equivalent professional profile required. Demonstrated success in college-level teaching as well as a consistent well-rounded record of professional experience and national visibility as a performer required. Teach piano to undergraduate and graduate piano majors. Added teaching responsibilities may include coaching chamber music and/or other responsibilities based on the successful candidates expertise. Responsible for recruitment of undergraduate and graduate piano students. The Knoxville campus of the University of Tennessee is seeking

candidates who have the ability to contribute in meaningful ways to the diversity and intercultural goals of the University. Deadline: December 15, or until position is filled. Send letter of application (no email applications), at least three current (within the last 12 months) letters of recommendation, curriculum vitae, and a recent CD and/or DVD recording or links to representative repertoire (indicating dates of performance) to: Secretary, Piano Search Committee, The University of Tennessee, 117 Natalie L. Haslam Music Center, Knoxville, TN 37996-2600. The University of Tennessee is an EEO/AA/Title VI/Title IX/Section 504/ADA/ADEA institution in the provision of its education and employment programs and services. All qualified applicants will receive equal consideration for employment without regard to race, color, national origin, religion, sex, pregnancy, marital status, sexual orientation, gender identity, age, physical or mental disability, or covered veteran status.

**Professional:** Vice President Administrative Services Tacoma Community College is a comprehensive state-supported community college serving more than 720,000 area residents. Located in the beautiful Pacific Northwest, TCC seeks an innovative executive leader. The VP serves as the Chief Financial Officer and as a member of the executive leadership team. The VP is responsible for planning, directing, and supervising all business functions of the college. The ideal candidate will be an accomplished business professional who possesses a Masters degree from an accredited college or university, five years senior level administrative experience, an ability to foster consensus and commitment to shared governance and collaborative leadership, as well as commitment to affirmative action plans. Salary \$120-\$130K Interested professionals are invited to apply. <http://www.tacomacc.edu/careers> Tacoma Community College is an Equal Opportunity Employer and Educator committed to excellence, innovation and student learning.

**Provost:** The Vice Provost for Student Affairs and Dean of Students (R99824) is the senior student affairs officer for the University, reports to the Executive Vice Chancellor and Provost, and has primary responsibility for the leadership, management, strategic direction, policy development, administrative oversight, and accountability of the Division of Student Affairs. This position will be re-

sponsible for the integration of a broad array of programs and services aimed at supporting student development and learning outcomes with the goal of having a student body that is healthy, engaged, and successful. UALR is seeking a visionary, strategic, collaborative, and inclusive leader who possesses personal and professional integrity, excellent communication skills, and a strong commitment to student success. The Vice Provost for Student Affairs and Dean of Students is responsible for administrative and programmatic oversight and coordination of the following units that are part of the Division of Student Affairs: Campus Life including Greek organizations, Counseling Services, Disability Resource Center, Donaghey Student Center, Health Services, Housing, and Student Success Initiatives. This is a twelve-month benefits eligible position. The successful candidate will: provide leadership to ensure the effective coordination of a broad array of student affairs programs and services and their integration with UALR's academic programs; identify, establish, and implement student development learning outcomes that support overall student growth and success; Build strong collaborative relationships with key stakeholders on and off campus to support student development; Assist in establishing, articulating, and assessing institutional goals and outcomes for student affairs programs and services at UALR; Advise campus leadership on policies and programs that may enhance student success; Support the recruitment and retention of a diverse student population and foster a campus climate in which equity and diversity are integral part of the student experience; Lead and support best practices in effective conflict resolution with students, formal student conduct and disciplinary approaches, and behavioral intervention initiatives; Work with representatives of multiple departments and constituents to address complex student needs while building on existing student strengths; Lead the development and implementation of a wide range of programs to support appropriate and constructive student experiences for a diverse group of students (i.e., on-campus residential students, commuters, transfer, graduate and professional, undergraduate, Greek); Promote and support a high level of participation and engagement in student governance and in Greek and other organizations with students on campus and online. Oversee the responsible planning, stewardship, management, and accountability of fiscal, capital, and human resources of the Division of Student





PRESIDENT

The Centenary College Board of Trustees and Search Committee seek their next president and invite expressions of interest and applications. The College has responded creatively and effectively to the challenges of offering higher education opportunities to the people of New Jersey and beyond. It has done so by offering an appealing variety of programs on its main campus and strong, well-respected, professionally based programs at off-site centers. Throughout its long and distinguished history, the institution has maintained its commitment to core values of equal access for all persons and strong moral values.

The 148 year old, state chartered, United Methodist related college is located in a suburban setting in Northwest New Jersey in the beautiful Kittatinny Mountains in the town of Hackettstown. The College offers undergraduate and graduate education in a residential setting and in two centers in Parsippany and Edison, New Jersey. Centenary's Equine program consistently ranks as one of the best in the nation. The Environmental Studies program offers extended internships and research opportunities. A service learning initiative has produced more than 20,000 hours of community service each year and was the first such offering to be a graduation requirement in New Jersey. The College is home to a new performing arts center that hosts musical and theatrical events and engages students actively while attracting community participation. The Division III NCAA athletic program is another major draw for the College and brings thousands of persons to the campus. Centenary has more than a \$200 million dollar impact on the regional economy.

The College offers the following programs of study for more than 2,000 students annually: 27 bachelor degree programs, 3 associate degrees, 30 concentrations, 20 minors, graduate studies for the M.B.A., M.A., M.Ed., in business, education, counseling, leadership and public administration, a School of Professional Studies with B.A., B.S., and M.B.A. programs in accelerated and on-line formats. Also a number of certificates are also offered in areas such as Reading, Student Assistance, Criminalistics and Social Media Marketing.

The new president will be guided by a strong strategic planning and assessment culture on the campus. The Board of Trustees is actively involved in the advancement of the college and participates fully in a shared governance model with faculty and staff through a new Faculty Senate, Managers Forum, and Staff Council. The College enjoys a \$42 million balanced budget, an endowment of \$10.3 million and recently invested more than \$6.5 million in renovations to campus facilities.

The Board of Trustees seek a distinguished, enthusiastic, and transformational leader who can advance the growing reputation and broad service that the College provides the region. Candidates should demonstrate the following:

- Understanding the challenges of higher education
- Excellent financial knowledge and management skills
- Strong strategic planning leadership skills
- Intellectual depth and commitment to teaching and scholarship
- Commitment to historic relationships such as its affiliation with the United Methodist Church
- Effective communication skills with varied constituencies
- Student-centered and willing to be engaged on and off campus with students
- Fundraising experience and enthusiasm for obtaining new resources
- Support of diversity in all its forms

The Search Committee will begin review of applications in **November 2015**, and will screen candidates in a first round review for those whose materials are complete and in hand by December 4, 2015. The committee will continue to accept applications until the new president is appointed in mid-February, 2016. Applicants must present a letter of interest that addresses Centenary's mission, attributes desired in candidates and goals as outlined in the Profile. Also, candidates should include a comprehensive curriculum vitae and five references with email and phone numbers. References will be contacted after approval by the candidate. Please submit applications to **Wolfgang Gstattenbauer, Chairman of the Search Committee at CentenaryPres@agbsearch.com. Drs. Tom Courtice and Jim Davis**, AGB Search Consultants are assisting the search. You may direct inquiries and questions to **jdavis@agbsearch.com** or **tbc@agbsearch.com** or phone **540 539 9415**. For a copy of the Profile and other information, please consult **www.centenarycollege.edu** or **www.agbsearch.com**.



Centenary College is an equal opportunity institution.

Affairs; Represent UALR to external stakeholders and serve as a face of the Institution to the student body, including crisis manage-

ment situations involving students and other student issues that attract media or external interest; Represent UALR at national, region-

al, and local higher education conferences and student affairs association meetings, and stay abreast of emerging issues and trends in stu-



PRESIDENT

The Board of Trustees announces the search for the 16th president of Capital University. The Search Committee invites nominations and applications for this distinctive leadership assignment. Currently enrolling a diverse student body of nearly 3,500, Capital serves traditional undergraduates, graduate students, adult students completing a baccalaureate degree, and those in specific licensure or certification programs. The next president will be presented with widespread institutional strength and motivation from which to develop Capital as one of the Midwest's strongest comprehensive private universities. This opportunity for energetic, visionary, entrepreneurial, and visible leadership is uncommonly attractive.

Notable for the centrality of the liberal arts, the prominence of its Conservatory of Music, the strength of its Business/Management and Nursing programs, the creativity of its Law School, its location in the vibrant and resource-rich City of Columbus, Ohio, the beauty of its 54-acre main campus, and its historic links to the Lutheran Church, Capital presents a compelling educational profile. Capital offers 60 majors, 51 minors, and four undergraduate degrees. Graduate degrees are available in law, nursing, business, and music education. Capital's faculty have a deep passion for engaging students in an environment with a 12:1 student-faculty ratio and an ethos in which teaching, learning, and scholarship are immediately noticeable.

At a time of unprecedented change in higher education, Capital draws great confidence from the combination of its past successes and the promise of new ventures. The opportunity to bring ingenuity and strength to Capital's presidency is matched by the need to build a fresh and sustainable vision for Capital's future. New leadership will be expected to embrace an agenda that will strengthen the university through excellence, establish a strategic ethos among and between its constituencies, and expand its reputation and public recognition. The next president's agenda includes opportunities to:

- Focus Capital's Strategic Vision and Plan
- Strengthen the Base of University Resources
- Increase Capital's Visibility
- Sustain Financial Equilibrium
- Enhance a Thriving Student-Centered Community
- Demonstrate a Committed Intercultural Competence

Creativity, authenticity, and confidence tempered by self-awareness help to define the expectations for Capital's next president, which also include impeccable integrity, high energy, and a genuine work ethic.

Prospective candidates are encouraged to learn more about the specific attributes desired in Capital's next president prior to making formal application by reviewing Capital's Presidential Search Profile at: **www.capital.edu** or **www.agbsearch.com**.

Candidates are requested to submit materials by 5 PM on Friday, December 11, for the most favorable consideration, although applications will be accepted until the time that a new president is selected. All inquiries will be received in full confidentiality by:

**Thomas B. Courtice, Ph.D.**  
**Managing Principal, AGB Search**  
**1133 20th Street NW, Suite 300**  
**Washington, DC 20036**  
**tbc@agbsearch.com**



Capital University does not discriminate on the basis of race, religion national or ethnic origin, gender, sexual orientation, age, or disability.


dent affairs. The successful candidate will also be able to demonstrate: success in and passion for working with college students; success in leading a team in collaborative, strategic, and operational planning; knowledge of student development theory and application; knowledge of and experience with best practices in student affairs; ability to build partnerships within and across units, particularly as it relates to the interface between student development and undergraduate, graduate, and professional education; commitment to a community engaged approach to student affairs; experience in crisis management and knowledge and understanding of student mental health issues, student conduct and discipline, judicial affairs, and relevant legal issues in higher education; possess exceptional interpersonal, oral, and written communication skills and the ability to communicate effectively with multiple and diverse constituents; and a commitment to diversity and to insuring an inclusive campus environment. Required Qualifications: Earned Master's degree; At least five years of

management and supervisory experience in higher education. Preferred Qualifications: An earned doctorate from accredited institution with experience in a faculty or similar academic role at the college or university level. Application materials must be submitted through the online application system. Additional information about this position and application requirements are available under the Jobs link on the Human Resources' website at <http://ualr.edu/humanresources/>. Incomplete applications will not be considered. This position is subject to a pre-employment criminal, financial history and a sex offender registry background check. A criminal conviction or arrest pending adjudication and/or adverse financial history information alone shall not disqualify an applicant in the absence of a relationship to the requirements of the position. Background check information will be used in a confidential, non-discriminatory manner consistent with state and federal law. The University of Arkansas at Little Rock is an equal opportunity, affirmative action employer and actively seeks the candida-

cy of minorities, women, veterans, and persons with disabilities. Under Arkansas law, all applications are subject to disclosure. Persons hired must have proof of legal authority to work in the United States.

**Psychology:** Indiana University East, Richmond, IN, invites applications for a Visiting Faculty position for the Spring 2016 semester to teach a variety of courses in Psychology including General Psychology, Cooperative Work Experience, Abnormal Psychology, and Psychology of Everyday Life. Teaching and clinical experience are strongly preferred. The environment offers the rich networking resources of Indiana University, as well as advantages of a small, but growing, campus. Duties and Responsibilities include: Teach small and large group psychology courses online and possibly on campus. Communicate subject matter clearly, correctly and effectively. Use methods, materials, and technology appropriate to the subject matter. Manage the learning environment through keeping accurate records, sub-





## CHANCELLOR

### Lincoln, Nebraska

University of Nebraska President Hank Bounds invites nominations and applications for the position of chancellor of the University of Nebraska–Lincoln (UNL). The UNL chancellor is the chief executive officer of the largest of the four University of Nebraska campuses, a Big Ten institution and member of the Association of Public and Land-grant Universities. The incumbent, Harvey Perlman, is stepping down in 2016 after a decade and a half of leadership during which the campus experienced significant gains in enrollment and research activity, investments in infrastructure and facilities, expansion of international partnerships, and formation of a 250-acre public/private research and development park.


UNL is recognized as the primary research and doctoral degree granting institution in Nebraska for fields outside the health professions. It is classified as RU/VH by the Carnegie Foundation for the Advancement of Teaching, with total research expenditures exceeding \$275 million. Its annual operating budget is approximately \$1.2 billion.

UNL serves more than 25,000 undergraduate, graduate and professional students through nine colleges: agricultural sciences and natural resources, architecture, arts and sciences, business administration, education and human sciences, engineering, fine and performing arts, journalism and mass communications, and law. The Institute of Agriculture and Natural Resources includes a two-year college of technical agriculture and statewide outreach and extension services in the land-grant tradition. The campus is home to the Nebraska Cornhuskers, a competitive Division I athletics program which enjoys the nation’s leading consecutive sellout streak in football and volleyball regular-season matches.

The University of Nebraska has retained Isaacson, Miller to assist in this search. Screening of complete applications will begin immediately and continue until the completion of the search process. For more details, including the position profile when it is available and to submit inquiries, nominations, referrals, and applications, please see the Isaacson, Miller website for the search: [www.imsearch.com/5520](http://www.imsearch.com/5520). Electronic submission of materials is highly encouraged. Additional information also is available on the University of Nebraska website at <http://www.nebraska.edu/unlchancellorsearch>.

**David Bellshaw, Lindsay Gold, and/or Courtney Wilk**  
**Isaacson, Miller**  
**649 Mission Street, Fifth Floor**  
**San Francisco, CA 94105**  
**Phone: 415.655.4900**  
**Fax: 415.655.4905**

*The University of Nebraska is an AA/EEO employer and will not discriminate based on an individual's sex, age, disability, race, color, religion, marital or veteran's status, national or ethnic origin.*



mitting grades and other reports on time, and enforcing school and campus academic policies. Demonstrate the ability to develop a professional rapport with diverse populations within the university and community. Qualifications: Master's degree in Psychology required. Doctorate degree in Psychology preferred. Zero to two (0 - 2) years' experience in instruction or formalized education process, preferably in a post-secondary or college institution. Licensed psychologist preferred. To Apply: Interested applicants should submit letter of interest and vita, including the names and contact information for three (3) references as email attachments, preferably as MS Word or pdf documents to [IUEHR@iue.edu](mailto:IUEHR@iue.edu). Review of applications will begin immediately and continue until the position is filled. Indiana University is an Equal Employment Opportunity/Affirmative Action Employer.

**Public Health:** Department of Health Behavior and Health Education at the University of Michigan School of Public Health invites applications for a tenure-track Assistant Professor faculty position in public health intervention dissemination and implementation science to begin September 1, 2016. Candidates must have a doctorate degree in public health or the social/behavioral sciences (e.g., psychology, sociology, anthropology, economics) or a field with direct application to public health (e.g., global health, health informatics). Candidates should demonstrate evidence of independent and collaborative research potential, interest and ability in teaching at the graduate level, and peer-reviewed publications and presentations commensurate with experience. Priority will be given to candidates with demonstrated public health practice background and securing research funding. Individuals who have not yet conducted large-scale implementation science studies, but have the interest and/or skills to do so in the future are encouraged to apply. Research/Practice: We seek candidates with expertise in domains related to public health intervention dissemination and implementation research. Consistent with the definition provided by the NIH Office of Behavioral and Social Science Research, we make a distinction between Dissemination and Implementation Research: "Dissemination is the targeted distribution of information and intervention


materials to a specific public health or clinical practice audience in order to spread ("scale up") and sustain evidence-based interventions. Implementation is the use of strategies to adopt and integrate evidence-based health interventions and change practice patterns within specific settings". Applications are encouraged from candidates using dissemination and/or implementation science to address public health challenges associated to our department's key areas of specialization: Health Behavior over the Lifecourse; Health Disparities; Gender, Sexuality and Population Health; Health Communication; Community, Networks and Ecological Practice; and/or Research Methods. Candidates with particular interests related to novel research designs, mental health, child health, maternal health, family planning and reproductive health, social action and/or policy change, and aging are strongly encouraged to apply. Candidates' research may focus on populations in domestic and/or global contexts. Particular consideration will be given to candidates doing cutting edge work in the design, implementation, and practice of public health interventions (e.g., integrating multiple levels of analysis across the biopsychosocial continuum), as they relate to dissemination and implementation science and broader social change. Teaching: The department is committed to preparing students as public health leaders with broad expertise in public health practice and intervention design, implementation and evaluation. The ideal candidate will be able to teach undergraduate and graduate courses related to program planning, program management, and program implementation and dissemination. Priority will be given to candidates who can support other departmental instructional needs, such as program evaluation, research methods (especially qualitative methods and mixed methods), health behavior theories, maternal and child health, global health, and community engagement. Application Process: To apply, interested individuals should submit by email (a) a cover letter outlining their qualifications (including a brief synopsis of research and teaching interests, as well as perceived fit with the position), (b) a detailed 2-3 page research statement, and (c) a current CV to [sph.bhbe.search@umich.edu](mailto:sph.bhbe.search@umich.edu). The University of Michigan is an equal opportunity/affirmative action employer. Women, ethnic / racial minorities,

LGBTQ people and people with disabilities are encouraged to apply. The University is supportive of the needs of dual career couples.

**Religious Studies:** Tenure-track faculty position available August 19, 2016. Area of specialization: Islamic Studies. Responsibilities: teach nine hours per semester; service; research. Minimum qualifications: PhD in Religious Studies or related field prior to start date; evidence of research productivity; and evidence of teaching effectiveness. Preferred qualifications: earned doctorate in Religious Studies at time of application; demonstrated potential to excel in mentoring non-majority students, inclusive pedagogy, or diversity policy issues; and facility with high impact teaching practices (see <https://www.aacu.org/leap/hips>). For more information, please go to <https://bsu.peopleadmin.com>. The university offers an excellent benefits package, including health care and retirement plans, tuition assistance for employees and dependents, and generous time off with pay. EEO/AA Employer/Veterans/Disabled.

**Religious Studies:** The Department of Religious Studies at the University of Tennessee in Knoxville invites applications for an associate or full professor of Religious Studies, beginning August 2016. Research area of expertise is open, with preference given to candidate whose area of specialization is early modern/modern Judaism and candidates who can teach courses in Religious Studies as well as Judaic Studies. The successful candidate will hold an Endowed Chair in Judaic Studies and will direct The Fern and Manfred Steinfeld Program in Judaic Studies. The position carries a competitive salary and generous research and travel funds. Candidates should have demonstrated prominence as leaders in the interdisciplinary field of Judaic Studies. Applicants should have knowledge of languages relevant to their research, including Hebrew, and will complement existing UTK faculty in Religious Studies, Judaic Studies, and/or The Marco Institute for Medieval and Renaissance Studies. The Knoxville campus of the University of Tennessee is seeking candidates who have the ability to contribute in meaningful ways to the diversity and intercultural goals of the University. Please send a cover letter, a full curriculum vitae, and the names of three references to Dr. Christine (Tina) Shepardson, Search

# PRESIDENTIAL SEARCH



Saint Mary's College, a Catholic women's college of national standing in the liberal arts tradition, is seeking its 12th president to succeed Dr. Carol Ann Mooney, who will retire after 12 years of outstanding leadership. Saint Mary's offers an especially compelling opportunity for a leader with passion, vision, and energy who manages in an inclusive style. The new President is expected to take office on or about June 1, 2016.

Located in Notre Dame, Indiana, Saint Mary's is a welcoming community of approximately 1,600 students, talented professors, and dedicated staff. Small classes averaging 15 students encourage close, meaningful relationships among students as well as between students and faculty. In addition to offering a number of strong professional programs, in 2015 the College introduced graduate programs, enrolling both men and women in programs in data science, speech language pathology, and nursing practice.


Ranked among the top 100 Best National Liberal Arts Colleges by U.S. News in 2015, the College offers a wealth of opportunities for real-world experiences through internships, study abroad, and hands-on learning. Saint Mary's has practiced the core values of learning, community, faith, spirituality, and justice for more than 170 years. The College continues to grow and prosper, with approximately 20,000 living alumnae.

The Presidential Search Committee seeks a Catholic leader who embraces and fosters the identity of the institution, as well as the charism, values, and educational vision of the Sisters of the Holy Cross, and brings a demonstrated passion for women's education. The next President of Saint Mary's College will be forward-thinking, with a demonstrated ability to advance innovation. S/he will be a visionary who can position Saint Mary's as a Catholic women's college for the future and build consensus, communicating effectively and engaging broadly and authentically with diverse College constituencies. For a complete profile of this leadership opportunity at Saint Mary's College, please view the full search profile under Current Searches at [www.academic-search.com](http://www.academic-search.com).

Maya Ranchod Kirkhope and Andrea Warren Hamos of Academic Search, Inc., Washington, D.C., are assisting Saint Mary's College with this search. Nominations and expressions of interest may be submitted electronically to [SaintMarysPresident@academic-search.com](mailto:SaintMarysPresident@academic-search.com). Nominators or prospective candidates may direct inquiries or questions to Maya Kirkhope at (703) 380-9195 or [mrk@academic-search.com](mailto:mrk@academic-search.com) or Andrea Warren Hamos at (202) 263-7477 or [awh@academic-search.com](mailto:awh@academic-search.com). For more information about Saint Mary's College, please visit the College's website at [www.saintmarys.edu](http://www.saintmarys.edu).

Nominations and applications will be accepted until the position is filled, but only materials received by November 10, 2015, are ensured full consideration. Application materials must be submitted electronically to [SaintMarysPresident@academic-search.com](mailto:SaintMarysPresident@academic-search.com). The packet should consist of a substantive cover letter addressing the leadership characteristics outlined in the profile, a curriculum vitae, and full contact information for five professional references, none of whom will be contacted without the explicit permission of the candidate.

All College policies, practices, and procedures are administered in a manner consistent with our Catholic identity. With the foregoing understanding, Saint Mary's College will not engage in discrimination based on sex, race, color, national origin, religion (except where religion is a bona fide occupational qualification), age, disability, citizenship status, genetic information, veteran status, or any other characteristic protected by law. Based on our Catholic values, the College also prohibits discrimination based on sexual or political orientation.



Committee Chair, Department of Religious Studies, The University of Tennessee, 501 McClung Tower, Knoxville, TN 37996-0450, [cshepard@utk.edu](mailto:cshepard@utk.edu). Review of applications begins October 21, 2015 for applicants wanting to be considered for a preliminary interview at the annual meeting of the American Academy of Religion in Atlanta and the Association for Jewish Studies in Boston, and will continue until the position is filled. The University of Tennessee is an EEO/AA/Title VI/Title IX/Section 504/ADA/ADEA institution in the provision of its education and employment programs and services. All qualified applicants will receive equal consideration for employment and admissions without regard to race, color, national origin, religion, sex, pregnancy, marital status, sexual orientation, gender identity, age, physical or mental disability, or covered veteran status.

**Russian Studies:** The Department of Russian Studies at Vassar College invites applications for a tenure track position at the rank of Assistant Professor beginning fall semester 2016. Vassar College is an affirmative action, equal opportunity employer, and applications from members of historically underrepresented groups are especially encouraged to apply. Vassar is strongly committed to fostering a community that reflects the values of a liberal arts education and to promoting an environment of equality, inclusion and respect for difference. Candidates with completed PhDs will have priority; ABDs nearing dissertation defense will be considered. Candidates must demonstrate strong scholarly potential, a record of successful teaching, and near-native or native proficiency in both Russian and English. Field of specialization is open. Expertise and teaching experience in 19th or 20th century Russian literature, together with a solid background in cultural history is crucial, as is an established record of excellence in teaching beginning and intermediate language and the ability to teach advanced language courses, including senior seminars conducted in Russian.

Potential for contributing to the College's diverse multidisciplinary programs is highly desirable. Familiarity with on-location programs in Russia is a plus. Support for and participation in the Department's rich co-curricular program is expected. Teaching load in the first year is four courses; in subsequent years it is five courses per year. To apply, please visit <http://employment.vassar.edu/applicants/Central?quickFind=51913> to link to the posting for this position. Candidates should submit a letter of application, a CV, a graduate school transcript (unofficial copies accepted for initial application), at least three letters of recommendation, and a writing sample. Review of applications will begin on November 15 and will continue until the position is filled. Interviews will take place at the AATSEEL conference in Austin on January 9 and 10, 2016.

**Science:** The Gerontology Program invites applications for a tenure track assistant professor position to begin on August 15, 2016. Required Qualifications: (1) an earned doctoral degree in gerontology or related discipline at the time of appointment; (2) the ability to teach both undergraduate and graduate courses in the discipline and in the candidate's areas of specialization; (3) the potential to develop an ongoing research agenda, including the pursuit of extramural funding; and (4) experience in community or clinical engagement. Candidates are expected to have a commitment to promoting diversity. Preferred Qualifications: (1) strong methodological skills; (2) an active research agenda, and the potential for securing external funding. The area of specialization is open but preference will be given to candidates with teaching and research skills in family caregiving across the life cycle, cognitive aging, or healthy aging support services. Apply electronically at <https://jobs.uncc.edu>, position #004970. For additional information, please contact Dr. Julian Montoro-Rodriguez at [jmontoro@uncc.edu](mailto:jmontoro@uncc.edu) or (704) 687-6166. Review of applications will begin November 15, 2015 and will continue until the position is filled.

**Social Work:** Assistant Professor of Social Work (HBSE sequence) Smith College (formerly Trustees of the Smith College) is seeking an Assistant Professor of Social Work to teach graduate courses in Social Work, including Human Behavior in the Social Environment (HBSE). Responsibilities include advising students and serving on committees. Ph.D. in Social Work or related by the start of appointment. Knowledge of a wide range of contemporary HBSE theories and practices within a social justice framework, required. Send application to: Executive Assistant to the Dean, Smith College School for Social Work, 23 West St. Lilly Hall, Northampton, MA 01063. Smith College is an Affirmative Action/Equal Opportunity employer. Women, minorities, veterans, individuals with disabilities, bilingual/bicultural applicants, and people with experiences working in cultures other than their own are encouraged to apply.

**Sociology:** Oakland University. The Department of Sociology, Anthropology, Social Work, and Criminal Justice invites applications for a full-time, tenure-track Assistant Professor of Sociology position to begin Fall 2016. We seek candidates with teaching experience or potential in the area of research methods and statistics. Priority will be given to candidates who also have the potential to teach courses in race/ethnicity and/or sociological theory. The search is open with regard to areas of research specialization. We seek candidates with strong potential in the areas of scholarship, teaching, and service. While candidates with ABD status will be considered, a Ph.D. in Sociology or a related field is required at the time of appointment. All sociology faculty members teach introductory sociology on an annual basis, in addition to courses in their area of specialization. Teaching load, salary, and benefits are competitive. Oakland University is an Equal Opportunity Employer and encourages diverse applicants. OU Sociology/Anthropology/Social Work/Criminal Justice is a dynamic and collegial department consisting of 23 faculty members

ChronicleVitae.com/jobs



who embrace both quantitative and qualitative research methodologies and have solid yet diverse theoretical orientations. A unit of the College of Arts & Sciences, the undergraduate Sociology program currently enrolls approximately 275 majors and minors. Located near many cultural and recreational resources in suburban Detroit, Oakland University (<http://www.oakland.edu>) is a state university enrolling approximately 20,000 students. OU is an educational partner of the Oakland University William Beaumont School of Medicine. To apply, visit <http://jobs.oakland.edu/postings/5948>. Prepare a letter of application, curriculum vitae, evidence of teaching potential, and examples of scholarly writing. Three letters of recommendation are required. We encourage candidates to alert letter writers so that email messages requesting letters are not lost as spam. Direct questions to George Sanders, chair of the search committee ([sanders4@oakland.edu](mailto:sanders4@oakland.edu)). Review of applications will begin October 25, 2015 and will continue until the position is filled.

**Spanish:** Lecturer in Discipline (Spanish). The Department of Latin American and Iberian Cultures at Columbia University invites applications for multiple positions at the rank of Lecturer in Discipline (Spanish), to begin in July 1, 2016. These are full-time appointments with multi-year renewals contingent on successful reviews. M.A. degree and extensive training in applied linguistics or foreign language pedagogy required; Ph.D. preferred. Native or near-native Spanish, proven excellence in Spanish language teaching at all levels, and an active interest in content-based instruction a must. Administrative experience with a Spanish language program a plus. Appointee must be proficient in new technologies for the language classroom. All applications must be filed online at <https://academicjobs.columbia.edu/applicants/Central?quickFind=61480>. The application deadline is December 01, 2015. Columbia University is an Equal Opportunity/Affirmative Action employer.

**Spanish:** The College of Wooster seeks to fill a tenure-track position at the assistant professor level in Spanish. Full description is available and application materials should be submitted through Interfolio: <https://apply.interfolio.com/31994>. Wooster is an EEO/AA employer.

**Speech Pathology:** Tenure-eligible position to begin August 16, 2016. Candidates with teaching and research interests in fluency, voice, speech science, research methods, dysphagia, and cleft palate are of particular interest. Other areas of expertise will be considered. Unique interprofessional opportunities exist at Ithaca College with related fields such as physical therapy, occupational therapy, and recreation and leisure. Interested applicants must apply online at <http://www.ithaca.edu/jobs>. Questions about online application should be directed to the Office of Human Resources at (607) 274-8000. To ensure full consideration, complete applications should be received by November 30, 2015. Ithaca College is committed to building a diverse academic community and encourages members of underrepresented groups to apply. Experience that contributes to the diversity of the college is appreciated.

**Speech:** Tenure-eligible position to begin August 16, 2016. Candidates with teaching and research interests in fluency, voice, speech science, research methods, dysphagia, and cleft palate are of particular interest. Other areas of expertise will be considered. Unique interprofessional opportunities exist at Ithaca College with related fields such as physical therapy, occupational therapy, and recreation and leisure. Interested applicants must apply online at <http://www.ithaca.edu/jobs/>. Inquiries about the online application should be directed to the Office of Human Resources at (607) 274-8000. Screening of applications will begin on November 30 and will continue until the position is filled. Ithaca College is committed to building a diverse academic community and encourages members of underrepresented groups to apply. Experience that contributes to the diversity of the college is appreciated.

**Strategy/Entrepreneurship:** Applications are invited for a full-time non-tenure track faculty position in Strategy and Entrepreneurship starting January 1, 2016 in the Department of Business Administration at the University of Illinois. Salary is competitive. A Ph.D. in business strategy or related field must be completed by the starting date. We seek candidates who have an active program of teaching in strategy; have the ability to teach industry analysis, business-level strategy, and corporate-level strategy; and who perform well in the classroom at the undergraduate and graduate level. The search will continue until the position is filled. To ensure full consideration, applications and supplemental materials must be submitted online at <https://jobs.illinois.edu/> by October 30, 2015. Applicants may be interviewed before the closing date; however, no hiring decision will be made until after that date. Application materials must include a letter of application curriculum vitae, evidence of past teaching success, and names of three references. Applications and supplemental materials will not be accepted via mail or email. For further information regarding application procedures, contact Rebecca Heid at [heid@illinois.edu](mailto:heid@illinois.edu) or (217) 333-9396. The University of Illinois conducts criminal background checks and other required pre-employment assessments on all job candidates upon acceptance of a contingent offer. Illinois is an Affirmative Action/Equal Opportunity Employer and welcomes individuals with diverse backgrounds, experiences, and ideas who embrace and value diversity and inclusivity <http://www.inclusiveillinois.illinois.edu>.

**Theatre:** Full-time, three-year, non-tenure-eligible position to teach B.F.A. acting and musical theatre students in a nationally-renowned undergraduate professional theatre training program, beginning August 16, 2016. Interested applicants must apply online at <http://www.ithaca.edu/jobs/>. Questions about online application should be directed to the Office of Human Resources at (607) 274-8000. Screening of applications will begin immediately and continue until the position is filled. Preference will be given to applications received prior to November 10.

COLLEGE OF

Saint Benedict Saint John's

UNIVERSITY

PROVOST

The College of Saint Benedict and Saint John's University, nationally leading residential liberal arts colleges that together enroll 3600 students, are seeking an experienced and innovative academic leader for the position of Provost to begin July 1, 2016. The institutions are located six miles apart in Central Minnesota, just outside St. Cloud and 70 miles from Minneapolis.

Unique in all of higher education in the United States, the College of Saint Benedict and Saint John's University are distinguished by their commitment to the separate development of women and men within the context of a unified, coeducational academic experience.

The Provost is the chief academic officer of both the College of Saint Benedict (CSB) and Saint John's University (SJU), and reports directly to the two Presidents. The Provost is responsible for the development and integrity of the joint academic program through the leadership of all Academic Affairs programs and divisions, in support of the residential, liberal arts, Catholic and Benedictine missions of CSB and SJU.

The successful candidate will have an earned doctorate degree with a strong record of teaching and scholarship with significant administrative experience including budgeting and planning. Candidates must offer experience with and demonstrated success in collaborative academic leadership.

**Application Process**

For a complete position profile and to apply online, visit <http://employment.csbsju.edu>. Additional information about the institutions can be found at <http://www.csbsju.edu>. Applications received by **December 31, 2015** will be given full consideration.

Application should consist of a substantive cover letter addressing qualifications and desired attributes, a curriculum vitae, and the names of five professional references with addresses, phone numbers, email addresses and the nature of the candidate's working relationship with each. References will not be contacted without the explicit permission of the candidate.

Confidential inquiries, questions and nominations can be directed to **Dr. Michael Livingston, Professor and Search Chair,** [mlivingston@csbsju.edu](mailto:mlivingston@csbsju.edu) or (320) 363-5384.

*Women, individuals of diverse racial and cultural backgrounds, and persons with disabilities are encouraged to apply. The College of Saint Benedict and Saint John's University are Affirmative Action/Equal Opportunity Employers.*

DICKINSON

STATE UNIVERSITY

Provost/ Vice President for Academic Affairs

Responsibilities and Qualifications: Dickinson State University seeks a Provost[EG1] /Vice President for Academic Affairs. Reporting directly to the President and serving on his Cabinet, the VPAA is responsible for faculty and staff supervision; certification and evaluation; planning and leading initiatives; budgeting; and curriculum development. The successful candidate will demonstrate a commitment to student success and possess: a terminal degree and credentials to qualify as a full professor; a record of teaching, scholarship, and service appropriate for the rank of professor; three to five years of relevant, progressively responsible university experience at the administrative level; successful undergraduate teaching experience; strong skills in collaborative leadership and a commitment to collegial decision making. Applicants must have had experience with instructional technologies, and possess excellent written, oral and interpersonal communication skills as well as the ability to interact effectively with a wide variety of audiences. Salary and benefits are competitive.

Application Information: View description and apply online

[www.dickinsonstate.edu/employment](http://www.dickinsonstate.edu/employment)

TO APPLY OR FOR ASSISTANCE, CONTACT  
Human Resources  
Dickinson State University Dickinson, ND 58601  
701-483-2476 or [DSU.hr@dickinsonstate.edu](mailto:DSU.hr@dickinsonstate.edu)  
[www.dickinsonstate.edu](http://www.dickinsonstate.edu)

Employment is contingent upon a satisfactory criminal history background check. AA/EOE

**Veterinary Medicine:** The College of Veterinary Medicine at Iowa State University is seeking applications for an Analytical Chemist whose primary responsibilities will be to manage to ISU VDL's Analytical Service Laboratories (e.g. Toxicology, Nutritional, Clinical Pharmacology, and Forensic Testing Applications). Specifically, this position will play a leadership role as part of a team of chemists that develop, implement, and conduct quantitative analyses of compounds in a wide variety of biological specimens including plasma, serum, water, milk, tissue, oral fluids, feedstuffs, and urine using state-of-the-art Liquid Chromatography-Mass Spectrometry, Gas Chro-

matography-Mass Spectrometry, Inductively Coupled Plasma Mass Spectrometry, Inductively Coupled Plasma Atomic Emission Spectroscopy, Ion Chromatography, High Performance Liquid Chromatography and a variety of other wet-chemistry technologies for clinical diagnostic, research, and forensic applications. Applications will be accepted at the clinician or senior clinician, assistant, associate or full professor levels. Please refer to [www.iastatejobs.com](http://www.iastatejobs.com), posting number 500166 to view the complete position description and requirements and to apply online. To ensure consideration, applications must be submitted online by November 15, 2015.

SONOMA

STATE UNIVERSITY

PRESIDENT

The California State University (CSU) Chancellor, Timothy P. White, and Board of Trustees are seeking an experienced individual with exceptional leadership skills to become President of Sonoma State University.

Located in the heart of Sonoma County, a renowned wine region less than an hour north of San Francisco, Sonoma State University (SSU) has approximately 9,400 students and offers a friendly, relaxed campus atmosphere. SSU ranks among the most popular schools in California, and *U.S. News & World Report* consistently names SSU among “America’s Best Colleges.” SSU has also been recognized nationally as a “Best Value,” “Most Connected,” and “Most Green” college by the *Princeton Review*. The next President will have an outstanding opportunity to shape a vision to lead this vital institution toward a new tier of excellence. Working with faculty, staff, and students, the successful candidate will forge bridges across the campus community—and with external partners, including other CSU campuses—and lead SSU to grow its impact and advance its public mission.

Since its founding as a liberal arts college in 1961, SSU has evolved into a diversified university with six schools—Arts and Humanities, Business and Economics, Education, Extended & International Education, Science and Technology and Social Sciences—that provide students with the intellectual framework and hands-on skills to thrive in a variety of professional careers. The university operates as part of the 23-campus CSU system, the largest four-year system of higher education in the United States.

The next President will build upon SSU’s many strengths and further advance its mission, providing relevant, compelling educational programs for students from across Northern California and beyond.

Visit <http://sonoma.edu/presidentialsearch/> for additional information. Resume screening begins on **October 8, 2015**. Please submit letters of interest (not to exceed three pages) with current resumes, as well as nominations, at [www.imsearch.com/5525](http://www.imsearch.com/5525). Electronic submission of materials preferred.

*The University is committed to cultural diversity and it is expected that the successful candidate will further this commitment. The University is an affirmative action/equal opportunity employer.*

ISAACSON, MILLER

INDEX OF POSITIONS AVAILABLE IN BOXED ADS

A47, A49	Counselor education A38	Marketing/sales A38, A49
Academic administration A46, A55	Criminal justice/criminology A38	Mathematics A38, A42, A44
Academic affairs/other A38, A49, A51, A55, A56	Curriculum and instruction A38, A46	Music A37, A40
Accounting/finance A38, A40, A49	Dean A42, A51, A52, A54, A55	Nursing A37, A44, A48
Admissions/enrollment/retention/registration A51	Dentistry A46, A51	Nutrition A37, A47
Anthropology/archaeology A42	Design/graphic arts A40	Philosophy A39, A40
Art history A39	Economics A38, A49	Physics/space sciences A45
Arts/other A38, A39, A40, A54	Education/other A37, A41, A44, A50, A53, A54	Political science/international relations A37, A38, A42
Biology/life sciences A37, A38, A42, A44, A45	Engineering A38, A42, A43, A44, A45, A48	Professional fields/other A47, A48, A49, A50
Biotechnology/bioengineering A45	English/literature A38, A39, A40	Provosts A50, A51, A56, A59
Business administration A49, A52	Ethnic/multicultural studies A42	Psychology A38, A46
Business/administrative affairs/other A47	Executive positions/other A54, A58, A59	Public relations/marketing (campus) A52
Business/management/other A38, A47, A48, A49, A50, A52	Foreign languages/literatures A39, A40	Research administration A41, A49
Chancellors/presidents A57, A58, A59	Geology/earth sciences A37	Science/technology/other A37, A38, A41, A42, A43, A44, A45
Chemistry/biochemistry A38, A43, A44, A45	Health/medicine/other A46, A47	Social work/human services A38, A41
Chief student-affairs officers/vice presidents A50	History A38, A39	Social/behavioral sciences/other A46, A53
Communication/other A37, A38, A48	Humanities/other A39	Sociology A37, A46
Computer sciences/technology A38, A45, A46, A50	Institutional research/planning A41, A43, A50	Special education A38
	K - 12 A38	Student affairs/other A52, A54
	Kinesiology/exercise physiology/physical education A37	Veterinary sciences A47, A49
	Law/legal studies A43, A47, A53	
	Librarians/library administration A50, A51, A54	
	Library/information sciences A46, A47	
	Management A37, A48, A49	





## MORE VIEWS INSIDE

### The Gravest Threat to Colleges Comes From Within

Intellectual freedom is what enlightens the world. Now students' demands to stifle that freedom put higher education's mission at risk: **A26**

### Don't Tell Me What's Best for My Students

The decision whether or not to warn them about powerful material belongs in the classroom, with the instructor: **A27**

### Stop Resisting a 2-Tier System

You don't need a Ph.D. for most of the available teaching jobs: **A28**

# Education Is Not a Game: Future Secretaries Must Respect Academe's Complexity

**F**AREWELL, Arne Duncan! As Secretary Duncan hangs up his jersey after seven years of leading the U.S. Department of Education, speculation is already underway about the next secretary of education. President Obama has selected Deputy Secretary John B. King Jr., as acting secretary-designate, but the real focus is on the next administration, in 2017 and beyond.

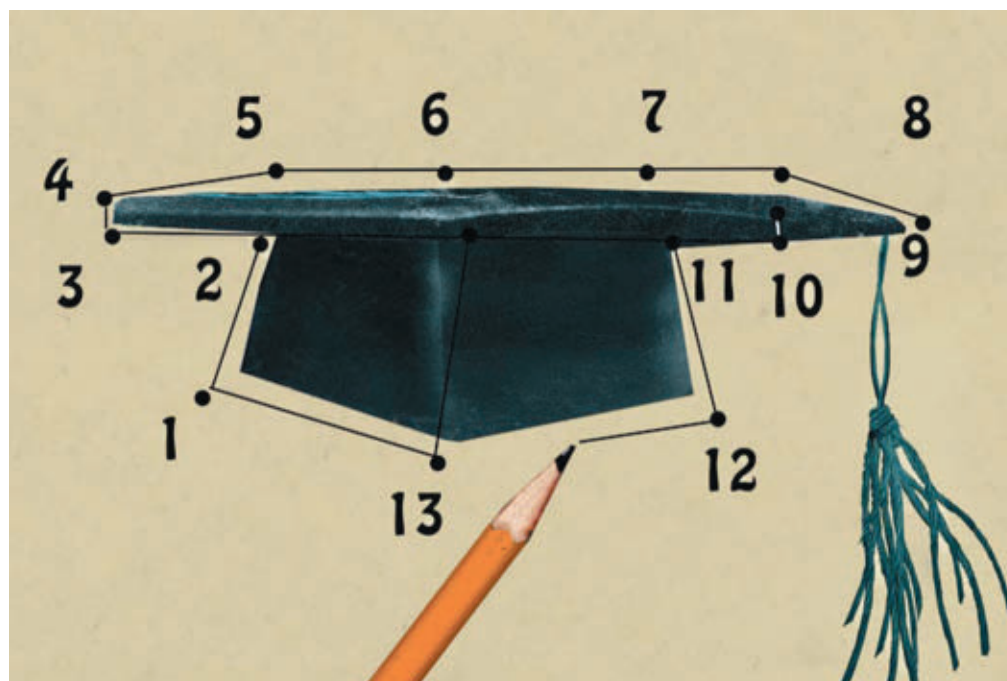
The higher-education policy issues for the next presidential administration are likely to remain much the same as current priorities: student loans and debt burdens, Pell Grants, cost, campus safety and sexual assault, access, accreditation, diploma mills, teacher quality, accountability. College students and presidents alike are grateful to Duncan for enlarging Pell Grants and improving the federal student-loan system, and we hope his successor will continue to champion student financial-aid solutions.

But on many other issues, particularly quality and accountability, the question is whether a new administration will continue Duncan's style of broad criticism and onerous regulation of all higher education because of deficiencies in cases at individual institutions, or whether new leadership will establish a more nuanced approach to achieve mutually satisfying solutions to the challenges we share. We can hope for the latter, but so much depends on the experience and leadership characteristics of the secretary.

Higher education today is about much more than traditional undergraduate education, and the new secretary must understand the big picture. The department's own data warehouse reveals some of the depth and complexity of this industry, starting with the remarkable range of nontraditional characteristics of students and the array of academic programs across many degree and credential levels.

But the Duncan-era policies have tended to treat higher education almost like public schools, assuming a monolithic curriculum taught to a largely immature student body across a defined period of time. Lost in the blender are the distinctive differences among students and programs and missions and institutional types that make American higher education the greatest learning and research system in the world.

The next secretary of education must have real experience on the front lines of education, including at least some time spent in advanced learning beyond a baccalaureate degree. Teaching experience is also important for the development of a national educational leader with a well-rounded educational



MICHAEL MORGENSTERN FOR THE CHRONICLE

philosophy and broad perspective on the fullness of the intellectual enterprise that is higher education in America.

**A**RNE DUNCAN spent his postgraduate years after Harvard playing professional basketball in Australia, and so it's not surprising that his legacy includes sports metaphors — a competition (Race to the Top) for public schools and a scorecard for colleges. We can debate whether these and other outcomes of his tenure can or will produce durable educational changes over time, but too often the “solutions” of the Duncan era have felt ill-suited for the complexity of higher education. Initiatives with “one size fits all” man-

**The next secretary of education needs to listen more to the practitioners than to the philanthropists and corporate titans.**

dates magnify isolated challenges while diminishing overall achievements.

For example, the torrent of data that is the College Scorecard now leads to the creation of lists that set up inappropriate comparisons of random factoids with no recognition of the real differences in circumstances for first-generation low-income students, nontraditional students, women, and minority students, and the differences among schools that, as a matter of mission, choose to serve many different student populations.

We need the next secretary of education to express confidence and pride in American higher education as one of the most important assets of

this nation, the steward of the American treasury of knowledge and innovation. We've heard more than enough rhetoric from the current Education Department about “shaming” colleges and “cracking down” on universities, threats that have simply managed to alienate many academics from the administration they once supported.

Too often, the message the American public has heard is that college is a scary, violent, and expensive place that fails to educate students — a strange and misguided rant from an administration that also claims it wants to increase college access and degree attainment.

The next secretary of education needs to listen more to the practitioners than to the philanthropists and corporate titans who have a skewed view of the purpose of higher education. The outsized

influence of a few major foundations, with their insatiable thirst for data, has inhibited the ability of real practitioners to get a seat at the table of policy formulation.

Algorithms are not solutions. Practitioners can testify to the daily realities that explain why all the data in the world will not improve graduation rates if we don't also solve for student motivation and personal responsibility, preparatory deficiencies, poverty and child care, parental illiteracy, and homelessness — all realities for too many college students today.

The next secretary of education must be someone with empathy, understanding that those conditions are real impediments to academic success, and not dismissing them as “an excuse.” Perhaps the next secretary of education can lead a White House summit that brings together the faculty and academic advisers and health-center leaders on our campuses, since they are the people who know the real deal about what it takes to make students successful.

The best secretary of education I ever knew, Richard Riley, often gathered college presidents for conversations, knowing each of us by name and always showing genuine interest in our work. Secretary Riley could hear critics without dismissing them as “silly,” could and did invite humble practitioners like teachers to the table to discuss their concerns and ideas about educational improvement. Such good collegiality has been missing for many years at the Department of Education.

I hope the next secretary of education can restore some of that human quality without which educational policy becomes an obstacle rather than a facilitator of change and improvement on behalf of our students. Ensuring great educational results for our students is the goal that college presidents and the secretary of education can share passionately. ■

*Patricia McGuire is president of Trinity Washington University.*

## POINT OF VIEW

**PATRICIA MCGUIRE**